Thank you for submitting the application for the Capacity Building Grants for U.S. Undergraduate Study abroad. Your application will be checked for eligibility and reviewed by a selection panel following the closing date.
I. General Information

To save your application and return later, click on the "Save Answers and Resume Later" button at the bottom of the page.

Name of Higher Education Institution*
Middlesex Community College

Please keep in original language. Do not translate.

Enter Institution's Unique Entity Identifier (UEI); formerly known as DUNS
608737615
Will be required if awarded the grant

Address*
33 Kearney Square

Lowell MA 01852

Expected Partner Institution(s) and Respective Country(ies)*
Ecole Normale Supérieure de l'Enseignment Technique of Rabat and Ecole Normale Supérieure de l'Enseignment Technique of Mohammedia in Morocco

Which aspect(s) of your institution does the proposal intend to diversify?*

- Student Population who Studies Abroad
- Study Abroad Destinations
- Discipline of Study
- Type of Study Abroad Experience (short-term, long-term, virtual)
- Check All

Based on your answer above, briefly describe how this proposal will achieve your institution's diversity goals?*

American Pacific Islander-Serving Institution (AANAPISI) and enrolls a diverse population of students. The project will broaden participation by students underrepresented in study abroad in a region traditionally underrepresented in

Will students be receiving credit in the proposed program?*

- Yes
- No

Please describe the type of credit

MCC students who are accepted into the Fellowship will be enrolled in an on-campus three/four-credit course fall semester course followed by a 2-3 week in-country study abroad during January Intersession, which is three credits. This will be a total of six to seven credits.

For example: number of credit hours, towards graduation or not, independent study, optional (why?).

II. Types of Higher Education Institutions

The following is based on the Carnegie Classification of Institutions of Higher Education™ developed in the U.S. The categories below may not fit all institutions; however, we ask that you select the categories that best describe your institution. For more information and definitions on each of the categories, please visit...
1. Basic Categories*  
- Associate's College

2. Size and Setting.*  
- L2: Large 2-year (5,000-9,999)

3. Enrollment Profile.*  
- ExU2: Exclusively undergraduate two-year

4. Undergraduate Profile*  
- Mix2: Mixed part/full-time two-year

Are you a Minority-Serving Institution (MSI)?*  
- Yes  
- No

Please select the category(ies) under which your institution falls.*  
- Historically Black Colleges & Universities (HBCU)  
- Hispanic serving Institutions (HSI)  
- Asian-serving Institutions (ASI)  
- Tribal Colleges & Universities  
- Non-minority-Serving Institutions  
- Other

III. Self-Assessment Questions  
Please respond to the questions below to provide a self-assessment of your institution. The answers to these questions will not be used to evaluate your application and will only be used to measure success of the Capacity Building Grants Application.
Building Grants for U.S. Undergraduate Study Abroad. All responses will be used anonymously.

**Does your institution have an established study abroad program?**
- Yes
- No

**Number of your institution’s students currently studying abroad**
- 65

**In which region(s) of the world do students at your institution study abroad?**
The College offers international experiences for its students through direct programming in Cambodia, Costa Rica, China, India, Belize, England, Ireland and Scotland. In the past, the College has additionally

**What percentage of your undergraduate student body population studies abroad by the time they graduate?**
- 1

**Department(s) responsible for study abroad**
- Global Education

**Number of staff working on study abroad**
- 1

**Level of Support for Study Abroad by Administrative Units/Faculty**
- 1 = No support/ 10 = Great support

**What is your institution’s greatest challenge to increasing the number of U.S. students studying abroad?**
One of the barriers to study abroad for community college students is cost. Additionally, community college students are highly underrepresented in study abroad.

IV. Primary Contact Information

Name*
Susan Anderson
First Name
Last Name

Title/Position*
Dean of Resource Development

Work Phone Number*
978-656-3481

Work Email*
andersonsa@middlesex.mass.edu
Confirm Work Email*
andersonsa@middlesex.mass.edu

Skype Name

Would you like to add a secondary contact?
Secondary Contact Information

Name (Secondary Contact)
Dona
First Name
Cady
Middle Name
Last Name
Title/Position
Dean, Global Education
Work Phone Number
781-280-3678
Work Email
cadyd@middlesex.mass.edu
Confirm Work Email*
cadyd@middlesex.mass.edu

V. Proposal Submission
The proposal shall demonstrate the Applicant's capabilities and expertise with respect to achieving the goals of the Capacity Building Grants for U.S. Undergraduate Study Abroad. Therefore, it should be specific, complete, and presented concisely. It should take into account and be arranged in the order of the technical evaluation criteria described in the RFP.

Please attach the complete proposal as one PDF document and save it as: "US Study Abroad - [Name of Institution]".
Program Proposal (10-pg maximum): The document must utilize 12-pt. font Times New Roman, single-spaced, typed in standard 8 1/2" x 11" paper size with one-inch margins both right and left, and each page numbered consecutively. Cover page, dividers, table of contents, and appendices will not count toward the page limitation. Any additional pages that exceed the 10-page limitation will not be reviewed by the Evaluation Committee. Submissions should be included in one file if possible.

Below are the main components of the proposal:

- **Cover page**
- **Table of Contents**
- **Technical Narrative.** The proposal must address all sections in the RFP: Executive Summary, Program Description, Follow-on Plan for Sustainability, Institutional Capacity & Project Management Plan, Program Monitoring & Evaluation Plan and Calendar of Activities/Timeline.
  - **Cost Proposal.** The proposed budget should provide cost estimates for the management of the program, including program monitoring (i.e. cost figures for personnel, fringe, equipment, etc), as well as detailed breakdown of program costs (i.e. travel, stipends, communications, materials and other resources, etc.). You should follow the Budget Template format provided in the RFP. An Excel file will be required only upon request. Additionally, the Budget Narrative must provide detailed budget explanations and supporting justification of each proposed budget line item. The narrative must also describe programmatic relevance and clearly identify the basis of estimate (i.e., how the budget number was determined fair and reasonable) for each cost element. Please ensure that the descriptions in the budget narrative match the items in the budget template. Failure to present the budget and budget narrative in the requested format may render your application ineligible.

**Appendices (Up to 10 pgs):** Attach no more than 10 pages of additional documents, which must include the CV/resume or bio of the person(s) ultimately responsible for overall management of the proposed program.

**Upload Proposal Document**

Choose File  MCC_Morocc…15-16.pdf

Attach a single PDF document that combines ALL of the above sections.

*Before hitting the submit button, please save a copy of this completed application form as an Adobe PDF for your records.*

To save your application and return later, click on the "Save Answers and Resume Later" button at the bottom of the
A. Cover Page

Project Title: The Morocco Experience: International Business Fellowship

Name of Applicant Institution: Middlesex Community College

Primary Point of Contact:
Name: Susan Anderson
Title: Dean, Resource Development

Signature: [Signature]
Address: Middlesex Community College; 33 Kearney Square; Lowell, MA 01852
Telephone: (978) 656-3483
Fax: (978) 656-3322
Email andersonsa@middlesex.mass.edu

Secondary Point of Contact
Name: Dona Cady
Title: Dean, Global Education

Signature: [Signature]
Address: Middlesex Community College; 291 Springs Road; Bedford, MA 01730
Telephone: (781) 280-3678
Fax: (781) 275-2254
Email cadyd@middlesex.mass.edu

Authorizing Personnel Responsible for Signing Contracts:
Name: Gina Spaziani
Title: Vice President, Administration and Finance
Address: Middlesex Community College; 33 Kearney Square; Lowell, MA 01852
Phone: (978) 656-3145
Fax: (978) 452-5545
Email: spazianig@middlesex.mass.edu
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C. Executive Summary
1. Name of applicant institution and participating institution(s)/organization(s): Middlesex Community College (lead); Ecole Normale Supérieure de l'Enseignement Technique of Rabat; Ecole Normale Supérieure de l'Enseignement Technique of Mohammedia.

2. Beginning and ending dates of the program: 6/1/16-8/31/17

3. Description of proposed program and how it achieves institution’s diversity goals
The vision of this project is to build capacity for Middlesex Community College (MCC), an open-access institution in Massachusetts serving a diverse community of learners, to establish its first study abroad program in Africa, specifically Morocco. The *Morocco Experience: International Business Fellowship* study abroad will be a sustainable collaborative effort by MCC and Moroccan partners to create an immersive experience for students. MCC is an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and enrolls a diverse population of students. The project will broaden participation by students underrepresented in study abroad in a region traditionally underrepresented in study abroad.

4. Program activities:
1) Convene U.S. and Moroccan partners in planning in person and via skype to develop parameters of exchange program, including prerequisites, language requirements, linked courses, and schedules. 2) Engage a total of five faculty members in redesigning courses to include Moroccan experience; faculty will complete modules and/or new course outlines by August 31, 2017 and implement in academic year 17-18. 3) Develop capacity in Morocco to host MCC students. 4) Execute MOU. 5) Secure resources to offset portion of costs for MCC students to study abroad. 6) Send 22-25 MCC students abroad to Morocco in first year post-grant period; emphasize opportunities for students historically underrepresented in study abroad, including first-generation students, underrepresented minorities, students with disabilities, and low-income students.

5. Funding level requested, total program cost, total cost-share from applicant/other sources. MCC requests $50,000. The total program cost is $221,753.75. The total cost share is $180,573.75.

6. Key personnel: Dona Cady, Dean of Global Education; Judith Hogan, Dean of Business, Education, and Public Service.

7. Scope of Work and Goals of Activity
-Number and description of participants: 22-25 community college students.
-Description of the wider audience benefiting from program (overall impact): MCC annually enrolls over 9000 students in credit-bearing courses.
-Geographic diversity of program, both U.S. and overseas: Morocco.
-Anticipated results (short and long-term): Send 22-25 MCC students abroad to Morocco in first year post grant period; continue to integrate Morocco experience modules into business curriculum; continue student exchanges.
D. Program Description

1. Vision (statement of need, objectives, goals, benefits):
The vision of this project is to build capacity for Middlesex Community College (MCC), an open-access institution in Massachusetts serving a diverse community of learners, to establish its first study abroad program in Africa, specifically Morocco. In 2012, MCC was one of nine institutions nationwide to be awarded a three-year grant from U.S. Agency for International Development (USAID) through Higher Education for Development (HED) under the Broader Middle East and North Africa-U.S. Community College Initiative. Through the grant, which was successfully completed in 2014, MCC partnered with Bristol Community College, Ecole Normale Supérieure de l'Enseignement Technique of Rabat, and Ecole Normale Supérieure de l'Enseignement Technique of Mohammedia to implement the Linkages for Entrepreneurship Achievement Project (LEAP). LEAP developed the capacity of faculty at the partner Moroccan technical colleges to teach students the critical components of entrepreneurial and enterprise development. In addition, the partnership created an educational framework to deliver high-quality, experiential learning opportunities to strengthen the capacity of the students and local citizens to launch and operate their own businesses. With funding from Partners of the Americas/USA Study Abroad, MCC aims to build upon these existing relationships with the Moroccan institutions in order to build capacity for MCC students to now travel to Morocco.

The Morocco Experience: International Business Fellowship study abroad will be a sustainable, collaborative effort by MCC and Moroccan partners to create an immersive experience for 22-25 students in the first year post-grant. They will see first-hand the impact of a global economy and how they and their families are affected on the micro and macro levels. They will learn about small businesses, growth ventures, corporate and social entrepreneurship, and Moroccan markets. Through The Morocco Experience: International Business Fellowship, students will learn more about themselves, their own academic interests, and important cross-cultural issues as they explore other cultures – truly becoming global citizens.

Need: Today, more than ever, students need global competency and awareness to successfully navigate an ever-changing interconnected global community and workforce. Infusion of international and intercultural dimensions into the teaching, learning, research, and service are essential for producing graduates who think globally while acting locally.

Community college students are highly underrepresented in study abroad. Community college students comprise nearly half of the nation’s college students¹, yet only 2.1% of the nation’s study abroad participants are community college students.² Additionally, the overwhelming majority of U.S. Study Abroad takes place in Europe. Where 53.3% of students in 2013-2014 study abroad in Europe, only 6.5% of students study abroad in Africa or the Middle East.³ For community colleges, the numbers are even lower in these regions, with only 2.5% of students

¹ http://www.aacc.nche.edu/AboutCC/Documents/FactSheet2015.pdf
² http://www.iie.org/Research-and-Publications/Open-Doors/Data/Community-College-Data-Resource
³http://www.nafsa.org/explore_international_education/advocacy_and_public_policy/study_abroad/trends_in_u_s_study_abroad/
who study abroad choosing Sub-Saharan Africa, the Middle East, or North Africa. In support of increasing participation in study abroad for community college students and increasing exposure to a region underrepresented in study abroad, this project proposes the following goals and objectives:

**Goals:**
- Develop credit-bearing study abroad experiences for MCC students in Morocco, which will be MCC’s first study abroad program in Africa;
- Engage students historically underrepresented in study abroad, including first-generation students, underrepresented minorities, students with disabilities, and low-income students;
- Develop capacity at Moroccan partner institutions to host MCC student abroad students;
- Revise and enrich courses to include content about Morocco; courses will link to credit-bearing study abroad experience for deeper understanding;
- Engage technology to foster and deepen learning for students.

**Objectives:**
1. Convene U.S. and Moroccan partners in planning in person and via Skype to develop parameters of exchange program, including prerequisites, language requirements, linked courses, and schedules.
2. Engage a total of five faculty in redesigning courses to include Moroccan experience; faculty will complete modules and/or new course outlines by August 31, 2017 and implement in academic year 17-18.
3. Develop capacity in Morocco to host MCC students.
4. Execute MOU.
5. Secure resources to offset portion of costs for MCC students to study abroad.
6. Send 22-25 MCC students abroad to Morocco in first year post grant period; emphasize opportunities for students historically underrepresented in study abroad, including first-generation students, underrepresented minorities, students with disabilities, and low-income students.

**Benefits:** The benefits of study abroad to students are far-reaching personally and professionally for students throughout their careers. In the realities of a diverse and ever-changing interconnected global community, MCC is committed to the high impact practice of global learning. International education creates cross-disciplinary knowledge, cultural literacy, and an active awareness of individual and collective responsibility. Global learning changes lives. Morocco is an important country for fostering intercultural understanding. The first country in the world to recognize the independence of the United States in 1777, Morocco remains one of America's oldest and closest allies in the Middle East and North Africa. A 2013 article in Forbes by Morocco’s Minister of Trade "Why Morocco Matters to the U.S." underscores the “depth

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and magnitude” of the relationship between the U.S. and Morocco, which includes the Free Trade Agreement and Morocco’s stance against terrorism.

2. Participating institutions/organizations, their roles, and their capacity for the project:
Established in 1970, MCC strives to be a leader and innovator in global education. This leadership is evidenced, in part, through MCC’s procurement (and partnership in) competitive federal grants for global education and international exchange programs. For example, in August 2015, MCC was awarded a U.S. Department of Education Fulbright-Hays grant of $81,558 for Cambodia’s Cultural Heritage in the Modern World, which will deepen and expand connections between Cambodian arts and cultural traditions with curricula at MCC and the Lowell Public Schools. MCC successfully procured two other Fulbright-Hays grants (2002 and 2010), also for exchange with Cambodia. In 2011, MCC was cluster leader for the East-West Center-Asian Studies Development Program’s three-year National Endowment for the Humanities (NEH) grant, Thinking through Cultural Diversity: Bridging Cultural Differences in Asian Traditions, as part of its Bridging Cultures at Community Colleges initiative. The focus was to develop courses, programs and outreach activities related to cultural diversity in Asia, with a primary focus on China and Southeast Asia. Additionally, MCC was cohort leader for a second NEH Bridging Cultures grant, Bridging Cultures to Form a Nation: Difference, Community, and Democratic Thinking awarded to AAC&U. MCC’s project, Found in Translation: Humanities Education Developing Cultural Translators’ Democratic Commitment, created learning experiences through humanities content that educated diverse students to be people who can effectively function at the intersections of cultures and communities. MCC has completed its three-year U.S. Department of Education Title VI Undergraduate International Studies and Foreign Language grant. This project developed a model for “fast-tracking” the integrated development of Chinese language and area studies programs at undergraduate-serving colleges and universities. As noted, MCC was awarded a planning grant then implementation grant from HED, in cooperation with the U.S. Department of State, the U.S. Agency for International Development (USAID), and the U.S. Department of Education to work with Moroccan partner institutions to develop entrepreneurship curriculum. In 2004-2006, with a U.S. State Department grant, MCC and the Marishane Senior Secondary School (MSSS) in Limpopo Province, South Africa, worked in partnership to address the high level of violence against women in South Africa. The project resulted in the creation of a Community Support Center at MSSS to train teachers and counselors, and create age-appropriate curriculum to reduce violence against women. In 2005, MCC partnered with Community Colleges for International Development, Inc. (CCID) and three other community colleges and the Polytechnic of Namibia to develop and implement an entrepreneurship across the curriculum program and a modularized entrepreneurship certificate program for existing small and medium enterprises. These grants have helped created a robust culture of global awareness at the institution for faculty, administration and students. Please see Section F. for specific information related to MCC’s current study abroad programs for students.

Ecole Normale Supérieure de l’Enseignement Technique – Rabat was founded in 1980. It trains teachers and researchers in technical fields and prepares students for certificates and specialties in manufacturing, industrial design, mechanical and electrical engineering, computer technology, and management. ENSET Rabat has participated in several international education partnerships,
particularly with France, Canada, and Spain and also in a program associated with CISCO, Inc. It was a partner in MCC’s HED grant.

**Ecole Normale Supérieure de l’Enseignement Technique – Mohammedia** was founded in 1985. It is located outside of Casablanca, Morocco’s largest city and industrial hub, and 45 minutes from Rabat. Its major departments are: electrical and mechanical engineering, economics, management, telecommunications and mathematics. International educational partners include colleges and universities in Spain, Belgium, Canada and France. It was a partner in MCC’s HED grant.

3. Program activities.
How the project creates additional capability. MCC is committed to educating students about global issues and broadening student perspectives of the world community. In this Capacity Building Grant, MCC will build on the template of the MCC supported International Fellowships, which are academic study abroad short courses for MCC students that blend global awareness, cultural diversity, and in-country service learning. Since 1992, MCC has offered these substantially-subsidized opportunities to Asia, Latin America, and Europe, but never to Africa. The Capacity Building Grant for study abroad to Morocco will move the college in a new direction to a part of the world that is highly underrepresented by study abroad initiatives. The scope, depth, and breadth of the Morocco Fellowship module will also allow the college to grow and sustain a robust partnership with two in-country institutions – relationships that MCC does not have in other Fellowship models.

How proposed activities demonstrate an innovative approach to increasing study abroad from the U.S. and addressing challenges and barriers identified by the applicant. One of the barriers to study abroad for community college students is cost. The MCC Fellowship highly subsidizes costs. Students accepted to a Fellowship pay only $500-800 with the college covering the course credit, airfare, and in-country program fees through an annual operating budget allocation. The Fellowship includes a rigorous application and interview process, and MCC students who are accepted are enrolled in an on-campus three/four-credit course followed by a 2-3 week in-country study abroad. Each study abroad Fellowship course includes a series of lectures, readings, papers, e-portfolio training, presentation skills workshop, and team building exercises, focusing on the culture, literature, and history of the country studied.

An additional challenge for MCC is that many students who participate in the Fellowship study abroad graduate within weeks of the in-country experience. While the high-impact practice of study abroad is a transformational experience that students carry with them after they graduate, we hope that by piloting a January Intersession Fellowship module, participants will still be on campus during the spring semester to provide valuable outreach, promoting study abroad and the Fellowships in particular through classroom visits, forums, presentations, and social-media.

**Virtual exchange component.** Social media today is a key component to effective communication and MCC will employ Skype, WhatsApp, and ZOOM video conferencing, Blackboard LMS, and e-portfolios, to maintain engagement throughout the planning process and later during the course and travel. Interactive and collaborative assignments for students at MCC and in Morocco during the pre-study abroad course will promote cultural exchange of knowledge – academic and social
– through joint assignments and use of Simformer, a business simulation that incorporates an immersive learning environment regarding management, economics, and finance. The Project Director offers extensive experience in using technology for teaching and for international collaboration (see C.V. in Appendix)

How the program will increase study abroad for students that are currently underrepresented in U.S. outbound study abroad. How the proposal will help achieve diversity. As noted in the needs section, only 2.1% of the nation’s study abroad participants are community college students. As an open-access institution, MCC serves a diverse student population. Over 50% of MCC’s degree-seeking students receiving financial assistance under one or more eligible federal programs, and 11.4% of MCC students are Asian, qualifying MCC as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). As of Fall 2014 (IPEDS) 17.5% of the student population is Hispanic/Latino, 11.4% is Asian, 7.2% is Black/African American, .2% is American Indian/Alaskan Native, and .1% is Native Hawaiian or other Pacific Islander, 59.5% is White, and 2% is two or more races. In fall 2014, 58% of students were women and 42% were men. Forty-seven percent of students receive federal Pell grants, indicating financial need. Seven percent of students are formally registered with Disability Services. The program will recruit students among MCC’s diverse student population, and MCC aspires to have study abroad participants reflect our diverse demography. One way MCC has reduced barriers to study abroad is to offer financial supports to students. With annual operating funding of approximately $60,000, MCC will offer fellowships to the students for study abroad, expanding access to those students with limited financial resources. MCC will strive to have the study abroad participants reflect the overall demographic composition of our students, as detailed above. Of note, both Salah Dahaney and James Dutton are of African descent, serving as role models to underrepresented minority students.

How the proposal clearly articulates expected learning outcomes for students. One of MCC’s six Institutional Student Learning Outcomes (ISLO’s) for its general education curriculum is Multicultural and Global Literacy, and MCC offers over 50 courses including twelve in language that are entirely globally focused. In recognition of the importance of global advocacy and college service, all study abroad students upon return participate in a Global Engagement Workshop designed to help them craft their study abroad experiences into informal and formal narrative presentations. In addition, all study abroad students create e-portfolios that document their pre, during, and post travel experiences through personal narrative and social media. MCC uses the American Association of University and College (AAUP) LEAP Global Learning Value Rubric to assess levels of student multicultural/global learning, and this rubric will be used in developing assessments related to the piloted curricula.

E. Follow-on Plan for Implementation and Sustainability
How the project will change the culture on campus to make outbound study abroad the norm, not the exception. Changing a culture of a campus is not just a top down and side by side effort. It is also a bottom up effort - by students who have had authentic experiences abroad and speak from personal experience to other students and faculty about the benefits of learning in another country. The engagement of five faculty members in creating modules in existing courses and revising the international business course will support efforts to broaden the exposure of students to learning about Morocco.
A clear plan that will increase study abroad opportunities for U.S. undergraduate students. Starting in summer 2016, through online meetings with Moroccan partners and MCC administrators and faculty, (Provost, Dean of Global Education, Dean of Business, Education, and Public Service, Language Coordinator, and Professor, Business Administration, with support from a graduate student) the MCC Moroccan Experience Team will begin work on the logistics and scope of The Morocco Experience: International Business, fall travel plans, and institutional MOUs. The course International Business, while listed in the college’s course catalogue, has not been taught for many years. MCC foresees strong interest in this course by Business Administration majors, many of whom have plans to transfer to four-year institutions. Five faculty members will be selected and will either revise this course, contribute to the IDS Weekend: Africa (see below), or add modules to other, related existing courses. An external scholar who has expertise in Morocco and has led a study abroad to Morocco will be invited to meet with the project team and faculty to provide consultation on the Student Learning Outcomes and curriculum work.

During the fall 2016, the in-country itinerary and curriculum work will move forward, culminating with the MCC Moroccan Experience Team traveling to Morocco to meet with the Moroccan team who will confirm/review curriculum outlines, student activities and itinerary, housing, and study abroad and planning budgets. As curriculum and Student Learning Outcomes are finalized, the group will begin to meet with the Deans of Resource Development and Institutional Advancement to begin to identify additional resources, beyond the annual operating allocation for fellowships, to offset cost of future student travel.

The group will also plan for the Interdisciplinary Studies (IDS) Weekend: Africa. This course is planned for April 2017 and will serve as a distinct course in itself as well as a way to generate student interest in the Morocco study abroad experience. The IDS Weekend is a one-credit 15 hour course offered every semester on a different region/country/theme. Organized like a mini-conference, this course begins Friday afternoon with students and faculty traveling into Boston for a guided museum tour related to the region and cultural dinner. Saturday begins with a keynote, concurrent sessions, a cultural lunch, more concurrent/hands-on sessions and a concert in partnership with the MCC World of Music program. The concert is open to the community. A reflective 7-9 page paper is required. The IDS Weekend: Africa course will serve as a platform for curriculum development modules to be shared with students and the community and also as a springboard for interest in the Morocco Experience: International Business study abroad.

During spring 2017, the MCC faculty (Dottin, Dahany, and three to be named) will meet to discuss progress on module development for inclusion in existing business courses, continue planning on the IDS Weekend: Africa, and work with Moroccan partners to identify community partners who will be involved in the study abroad activities. In addition, the Team will develop a study abroad marketing brochure and distribute to students across the campus, as well as finalize the curriculum for Morocco Experience: International Business. In March 2017, the Project Director and Dean of Business will seek MCC Curriculum Committee approval for the new Morocco Experience: International Business course.
In April 2017, MCC will run the IDS Weekend: Africa. Students will begin applying for the study abroad with May interviewing and selection. Selected students will be registered for the fall semester Morocco Experience: International Business course.

During the summer 2017, Morocco Experience: International Business faculty will continue to refine syllabi for the course, and the faculty will include Moroccan content modules in existing course content for inclusion in AY 17-18 courses. The Project Director and Dean of Business will facilitate a faculty workshop related to developing curricula, teaching methodologies and intercultural competencies with the Project reviewing the workshop evaluations. The Moroccan Scholar Consultant will be a valuable resource for this curriculum development. As the Team over the summer develops faculty and student assessment instruments, it will also gather student enrollment data, including demographics, and arrange travel document requirements.

In fall 2017 as the Morocco Experience: International Business course begins, the Project Director and Dean of Business will confirm January Intersession travel plans and finalize study abroad program and assessments with the US and Moroccan teams. During the January 2018 Intersession, the Morocco Experience: International Business study abroad takes place. This will be followed by an assessment of the study abroad program and robust spring semester outreach and by students and faculty who participated.

How the proposed capacity building activities and their impact will be sustained beyond the terms of the award. Since 1992, MCC has committed to supporting study abroad and will continue to support study abroad in the foreseeable future. Students’ e-portfolios and videos will be highlighted on the Global Education website along with the curriculum developed for the Morocco Experience: International Business course. The annual operating budget allocation of approximately $60,000 for fellowships will be devoted exclusively to the Morocco experience in 2017-18. For future years, MCC anticipates allocating a portion of funding to help subsidize the Morocco experience at a smaller scale, while concurrently offering opportunities to other countries (this is the current model). The Project Director and Dean of Business, Education, and Public Service will also engage the Dean of Resource Development and Dean of Institutional Advancement in discussion about private funding, including potential corporate sponsors who conduct business in both the U.S. and Morocco as well as alumni. MCC has received notification that it has been approved to host a Fulbright Scholar-in-Residence from Cambodia for the 2016-17 academic year, and will pursue the feasibility of applying for a Fulbright Scholar-in-Residence from Morocco in the future in order to further embed Moroccan studies in the curriculum and foster interest.

F. Institutional Capacity and Project Management Plan

Capacity to carry out the proposal. MCC offers international experiences (international fellowships, MCC Foundation Scholars, Short Courses, Semester/Transfer, and Volunteerism) for its students through direct programming in Cambodia, Costa Rica, China, India, Belize, England, Ireland and Scotland. In the past, MCC has additionally offered experiences in Peru, Russia, Spain, Netherlands, France, Germany, Austria, Romania, and Hungary. The MCC Fellowship Study Abroad Program has been funded by the College and the MCC Foundation since 1992. Students apply, are interviewed, and if selected to participate, pay a nominal fee for a three-credit course and in-country travel. Fellowships vary from year to year, and have included
study abroad to China, Russia, Costa Rica, Spain, Ireland, Europe, Belize, Cambodia, India, and Peru. MCC faculty/staff accompany each Fellowship. MCC also refers students to programs through partnerships with CIEE and CCIS Study Abroad. MCC has MOU and articulation agreements with Bath Spa University, UK and University of West London, UK, for a semester abroad and B.A. transfer opportunities. Other MOU’s include Harrow College, UK; Bo’Ai International High School, China; Shaanxi Railway Institute, China; and American University of Phnom Penh, Cambodia. Agreements with Robert Gordon University, Scotland are in process. In the 2014-2015 academic year (inclusive of summer 2015), 65 MCC students participated in study abroad experiences. Destinations included China (21), Belize (25), Ireland (10), India (4), Cambodia (9), Costa Rica (10), Bath Spa University (5), University of West London (2), University of London (1), and Rio de Janeiro (1). Of the students who studied abroad, 4% went during the January Intersession term, 85% went during the summer for two weeks or more, 11% traveled for a whole semester or transferred overseas after graduation to finish their BA. Notably, 5 MCC students have been awarded Benjamin A. Gilman International Scholarships (U.S. Department of State's Bureau of Educational and Cultural Affairs).

**Dona Cady, Dean of Global Education.** Dean Cady will serve as Project Director and will be responsible for overseeing administration of the grant including reporting. Cady will travel as part of the MCC delegation. Cady was named MCC’s Dean of Global Education in 2012 after serving as Associate and Interim Dean of Humanities and Asian Studies and a member of the MCC faculty for 34 years. She is responsible for global curriculum initiatives, coordinating partnerships, international exchanges and grants, student study abroad programs. Dean Cady’s lengthy experience in designing innovative courses also provides the background for her to serve also as the principal contact. She is proficient in French. She holds a bachelor’s degree from the University of the Pacific, master’s degree from University of Notre Dame, and Diploma in European Archeology from Somerville College, Oxford University. See CV in Appendix for extensive global education, innovative teaching, and grant administration experience.

**Judith Hogan, Dean of Business, Education, and Public Service.** Dean Hogan will oversee transportation arrangements to Morocco for the MCC delegation and maintain contact with partner institutions. Hogan will travel as part of the MCC delegation. Hogan has served as Dean of Business, Education, and Public Service at MCC since 1991. Hogan has overseen numerous grants for curriculum development from funders including National Science Foundation, Department of Labor, and the State of MA. Most significant to this project, Dean Hogan served as the principal investigator for the HED grant funded by the U.S. State Department for the development of entrepreneurship programming in Morocco. She is proficient in French. In addition to Morocco, Judy’s international experience includes having collaborated with Bryansk State Technical College in Bryansk, Russia where she organized student-led curriculum exchanges and lectured on engineering and technical education in the U.S.

**Salah Dahany, Language Coordinator.** Dahany will revise the course and travel as part of the MCC delegation. A native of Morocco, from 1989-2005, Dahany was employed by the Moroccan Ministry of Education as a Supervisor and Teacher Trainer. Mr. Dahany traveled with the MCC team to Morocco during the needs assessment and participated in the planning sessions when the ENSET faculty visited MCC. His fluency in Arabic, French and English and vast understanding of Moroccan society, education system, culture and norms will be of significant
assistance to the project. He holds a Teacher Trainer Diploma, Cambridge University, Hamerton College, England; and B.A., Mohammed V University, Morocco.

James Dottin, Ed.D., Professor, Business Administration. Dr. Dottin will revise the course and travel as part of the delegation. He teaches courses in entrepreneurship, management, and accounting. Dr. Dottin was key personnel on the HED grant to Morocco where he taught entrepreneurial business principles to faculty at ENSET Rabat and ENSET Mohammedia. He is well-versed in the use of learning technologies, including Blackboard, e-portfolios, blogs, and websites. He holds a Doctor of Education in Leadership in Schooling from UMass Lowell and an MBA from Boston University.

Three Business Faculty members, to be named. Three additional faculty member will be selected to participate in the development of modules. Criteria will include experience in international business course development and interest in and commitment to infusing Morocco experience into curriculum.

Philip J. Sisson, Provost and Vice President of Academic and Student Affairs will travel as part of the delegation, champion the project to faculty, and promote inter-institutional arrangements and agreements. Provost Sisson has actively engaged MCC faculty in traveling to various countries in support of international programs.

Scholar Consultant (to be named). MCC will engage the expertise of a local faculty member who has experience leading a study abroad to Morocco. This scholar will meet with the faculty revising courses and review the syllabi. At the time of the proposal submission, MCC was reaching out to prospective scholars at local universities (e.g. Harvard, Wellesley). MCC is open to ideas from Partners of the Americas/USA Study Abroad.

Graduate Student (to be named). MCC will hire a graduate student (likely from UMASS Lowell or Merrimack College) who is studying in one of the Higher Education graduate programs. Experience in study abroad in Africa or the Middle East, as well as fluency in French, will be sought. The graduate student will take minutes of meetings and help with logistics.

Assessment of specific challenges and opportunities. Please see 3) Program Activities.

G. Program Monitoring and Evaluation. The Project Director will oversee program monitoring and evaluation that will include quantitative and qualitative assessments. MCC has an institutionalized Program Review Process; courses/modules will be reviewed as part of the Business Administration Transfer concentration in the A.S. degree program curriculum. The review process includes analysis of program student learning outcomes and assessment; institutional data related to enrollment, retention and transfer; and input from an external expert. MCC will submit reports in accordance with grant requirements. All assessments and evaluations will be compiled into reports that will be shared with the Provost and submitted with the final project report. The chart in the Appendix illustrates the assessments that will be completed to measure the achievement of each objective and to inform project activities.

H. Calendar of Activities/Timeline. Please see appendix for detailed timeline.
## Program Budget

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Requested Funds (Grant Period is 6/1/16-8/31/17) - 14 months</th>
<th>Cost Share (6/1/16-5/31/18) - 24 months</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Personnel</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. Salaries &amp; Wages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-Kind-Philip Sisson, Provost @ 1% Year 1</td>
<td>$1,790.50</td>
<td></td>
<td>1,790.50</td>
</tr>
<tr>
<td>In-Kind Dona Cady, Dean @ 20%, Project Director @ 20% Years 1 &amp; 2</td>
<td>$40,899.12</td>
<td></td>
<td>40,899.12</td>
</tr>
<tr>
<td>In-Kind Judith Hogan, Dean @ 20% Years 1 &amp; 2</td>
<td>$41,160.59</td>
<td></td>
<td>41,160.59</td>
</tr>
<tr>
<td>In-Kind Meylia Tio, Administrative Assistant @ 1% Year 1</td>
<td>$619.00</td>
<td></td>
<td>619.00</td>
</tr>
<tr>
<td>Graduate Student @ $12/hr x 8 hours/week x 14 months (60 weeks)</td>
<td>$5,760.00</td>
<td></td>
<td>5,760.00</td>
</tr>
<tr>
<td>Salah Dahany, Language Coordinator-Stipend @ $35/hr x 175 hours total - course revision/development and delegation</td>
<td>$6,125.00</td>
<td></td>
<td>6,125.00</td>
</tr>
<tr>
<td>James Dottin, Business Faculty Member -Stipend @ $35/hr x 175 hours total - course revision/development and delegation</td>
<td>$6,125.00</td>
<td></td>
<td>6,125.00</td>
</tr>
<tr>
<td>Business Faculty Members (three to be selected) - Stipend @ $35/hr x 16 hours each. To develop modules on Morocco including assessments.</td>
<td>$1,680.00</td>
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<td>1,680.00</td>
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<tr>
<td><strong>Subtotal Salaries &amp; Wages</strong></td>
<td>$19,690.00</td>
<td>$84,469.21</td>
<td>104,159.21</td>
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<tr>
<td><strong>b. Fringe benefits</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MCC's proposed FY17 fringe rate for full-time general employees 35.17% and includes: group insurance; retirement; terminal leave; unemployment; universal health tax; and Medicare tax.</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>MCC's proposed FY fringe rate for part-time employees/stipends College as required by law to charge part-time salaries is 1.67%. This includes unemployment; universal health tax; and Medicare tax.</td>
<td>$328.82</td>
<td>$29,707.82</td>
<td>30,036.64</td>
</tr>
<tr>
<td><strong>Subtotal Fringes</strong></td>
<td>$328.82</td>
<td>$29,707.82</td>
<td>30,036.64</td>
</tr>
<tr>
<td><strong>Personnel Total</strong></td>
<td>$20,018.82</td>
<td>$114,177.03</td>
<td>134,195.85</td>
</tr>
<tr>
<td><strong>Program Costs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel/Transport of MCC delegation to Morocco</td>
<td>$9,150.00</td>
<td></td>
<td>9,150.00</td>
</tr>
<tr>
<td>Per Diem</td>
<td>$6,820.00</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Printing and Duplication Costs - Marketing Materials and Flyers</td>
<td>$500.00</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Costs associated with audits</td>
<td>$</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Other Direct Costs</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>-Morocco Scholar Consultant</td>
<td>$1,500.00</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>-Payment to ENSET Rabat Personnel - 2 at $2500 each</td>
<td>$5,000.00</td>
<td></td>
<td>5,000.00</td>
</tr>
<tr>
<td>-Payment to ENSET Mohammeda Personnel - 2 @ $2500 each</td>
<td>$5,000.00</td>
<td></td>
<td>5,000.00</td>
</tr>
<tr>
<td>-Cost Share MCC Fellowships (in AY 17-18)</td>
<td>$60,000.00</td>
<td></td>
<td>60,000.00</td>
</tr>
<tr>
<td><strong>Program Costs Total</strong></td>
<td>$27,970.00</td>
<td>$60,000.00</td>
<td>79,150.00</td>
</tr>
<tr>
<td><strong>Other Costs</strong></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>Indirect Costs</strong></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>10% on salaries and wages requested; 32% unrecovered applied to cost share</td>
<td>$2,011.18</td>
<td>$6,396.73</td>
<td>8,407.91</td>
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<tr>
<td><strong>Total</strong></td>
<td>$50,000.00</td>
<td>$180,573.75</td>
<td>221,753.75</td>
</tr>
</tbody>
</table>
Middlesex Community College Budget Narrative

MCC offers extensive experience in managing federal awards, including those from sponsors (e.g. HED, U.S. Department of Education) involving international partnerships and travel. The costs associated with successfully implementing the capacity building project have been thoughtfully considered and researched, and are mindful of anticipated commitments of faculty and staff.

Allowable Costs for the project include the following:

1. **Travel**

Travel of MCC delegation to Morocco.

- Parking at Boston Logan Airport to for one week @ $105.00 x 5 = $525;
- Airfare: October 2016 (7 days total) approx. $1500 American Airlines to Casablanca (includes one bag) x 5 people (P. Sisson, D. Cady, J. Hogan, S. Dahany, J. Dottin = $7500 (based on October travel; quote based on online rates 3/10/16)
- In-country travel in Morocco includes van service from Casablanca Airport to hotel and to ENSET Mohammedia and to ENSET Rabat and local travel from hotel to local destinations. Total in-country travel is Morocco is $775
- Travel health insurance estimated at $10/day x 7 days x 5 individuals = $350

2. **Per Diem**

Based on U.S. Department of State Foreign Per Diem Rates for Morocco 2016

- Lodging Casablanca $192/night x 3 nights = $576 x 5 = $2880
- Lodging Rabat $148/night x 2 nights = $296 x 5 = $1480
- Meals and Incidentals Casablanca @ 85/ day x 3 days = $255 x 5 = $1275
- Meals and Incidentals in Rabat @ $79/day x 3 days = $237 x 1185

3. **Administrative Costs**

A. Staff salaries and benefits (each staff member and his/her position must be listed separately).

In-Kind Project Director-Dona Cady, Dean @ 20% time. Dona Cady, Dean, Global Education, will represent MCC and coordinate activities. Twenty percent of her time will be allocated to the project’s oversight. She will be responsible for coordinating all partnership activities related to scheduling meetings (including those conducted via Skype), facilitating planning activities, overseeing performance reporting, and preparing the implementation plan for submission, and recruiting students. This in-kind commitment reflects the time period 6/1/16-5/31/18.

In-Kind Key Personnel-Judith Hogan, Dean @ 20% time. Having led the HED grant and having worked closely with the Moroccan partner institutions, Hogan will create the itinerary for the delegation visit to Morocco and will oversee the faculty development of the International Business/Moroccan experience course. This in-kind commitment reflects the time period 6/1/16-5/31/18.
In-Kind Key Personnel-Philip Sisson, Provost @ 1%. Provost and Vice President Sisson will travel as part of the delegation and support execution of the MOU. This in-kind commitment reflects the time period 6/1/16-8/31/17.

In-Kind Administrative Assistant-Meylia Tio @ 1%. Tio will assist with purchase requisitions related to the project and documentation of expenditures. This in-kind commitment reflects the time period 6/1/16-8/31/17.

Grant-Graduate student (To be named) @ 100% time. The graduate student will be responsible for coordinating the logistics of meetings including technology and for taking minutes of all planning meetings. He/she will assist the Project Director with coordinating the logistics of travel as well as the logistics of consultation by guest experts. He/she will help design the marketing materials for MCC students and disseminate the opportunities among MCC students and faculty. This will be a term period of employment for the duration of the grant (6/1/16-8/31/17). $12/hr x 8 hours/week x 60 weeks. Fluency in French will be required. = $5,760.

Grant-Salah Dahany, Language Coordinator (Supplemental Contract)- Stipend @ $35/hr x 175 hours total. For course development, participation in delegation, and assistance with planning the Morocco experience.

Grant-James Dottin, Business Faculty Member (Supplemental Contract)- Stipend @ $35/hr x 175 hours total. For course development, participation in delegation, and assistance with planning the Morocco experience.

Grant-Three business faculty members, to be named. (Supplemental Contract) - $35/hr x 16 hours each. For course development. To develop modules on Morocco (one or two class meetings including assessments).

B. Staff Travel/Per Diem. See 1. Travel

B. Communication costs (e.g. fax, telephone, postage, communication equipment, etc.); None requested.

C. Office supplies; None requested.

D. Printing and duplication costs; Brochures and Flyers to market the program to students @ $500.

E. Costs associated with audits. N/A.

F. Other direct costs; Scholar Consultant-Morocco. A scholar with distinct expertise in administering study abroad to Morocco will be engaged to speak to the faculty about infusing Morocco experience in curriculum and make suggestions on curriculum and proposed student itineraries/academic experiences.
Stipend to Staff Moroccan Institutions at $5000 per institution ($2500 per individual). In
recognition of additional administrative time and expenses to establish capacity at the Moroccan
partner institutions to host MCC students abroad, MCC will make payments to two individuals at
each institution, to be named.

In-Kind MCC Scholarships. Each year, MCC budgets for a fellowship award for study abroad to
subsidize costs to students. This is approximately $60,000 per year. The Provost and Vice
President for Academic and Student Affairs supports the use of this funding to subsidize the
Morocco experience for students the first year it is offered. This will reduce the cost per student
to approximately $500-$800, making the program accessible and attractive to lower-income
students (nearly 50% of beginning FT MCC students are Pell grant recipients). This commitment
reflects the period 7/1/17-6/30/18.

G. Indirect costs.
MCC has an approved indirect cost rate of 42% on salaries/wages and fringes and requests 10%
for this project and will designate 32% as a cost share. The MCC approved indirect cost rate is
through the US Department of Health and Human Services.
### Appendix: Monitoring and Evaluation (M&E) Plan Chart

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Data to be collected/Sources of data/Evidence of data</th>
<th>Timeline/ Frequency</th>
<th>Person/s Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convene U.S. and Moroccan partners in planning in person and via skype to develop parameters of exchange program, including prerequisites, language requirements, linked courses, and schedules.</td>
<td>1) # and hours of online and in-person meetings with MCC faculty and administrators/ Moroccan partners. 2) Meeting agendas and minutes. 3) Roster of attendees; Signed MOU</td>
<td>MOU signed 6/16; Monthly meetings throughout grant; Delegation to Morocco in October</td>
<td>Project Director for Meetings; Directors/President for MOU.</td>
</tr>
<tr>
<td>Engage a total of 5 faculty (Dottin, Dahany, and 3 TBN) in redesigning courses to include Moroccan content.</td>
<td>1) Syllabi including student learning outcomes and how these outcomes will be assessed. 2) MCC Curriculum Committee minutes.</td>
<td>Faculty will complete modules/course outlines by 8/31/17 and teach in AY17-18; Curriculum Committee approval 3/17.</td>
<td>Outlines to be reviewed/revised, by the Project Director, Dean of Business, Scholar consultant; Curriculum Committee.</td>
</tr>
<tr>
<td>Increase capacity in Moroccan institutions to host MCC students</td>
<td>1) List of course offerings for MCC students; staff assignments and resumes; 2) Morocco study abroad policies and procedures; evidence of housing arrangements</td>
<td>In place by fall 2017.</td>
<td>Morocco Partners</td>
</tr>
<tr>
<td>Secure resources to offset costs for students.</td>
<td>1) Documentation of budget commitment for FY16-17; 2) Documentation of additional funding secured from outside sources</td>
<td>Departmental budget in place 7/17; additional funding sought on ongoing basis</td>
<td>Project Director with advisement from Deans Advancement, Resource Development.</td>
</tr>
<tr>
<td>Send 22-25 MCC students abroad annually to Morocco (post grant period); emphasize opportunities for students historically underrepresented in study abroad.</td>
<td>1) # of MCC students studying abroad in Morocco annually (Open Doors Report); 2) Demographic composition of students (Banner); 3) Assessments of student learning (use of rubrics, reflection papers, e-portfolio, and projects.</td>
<td>1/18-3/18, annually post-grant.</td>
<td>Project Director, IR Director, Dean of Business, Dean of Assessment</td>
</tr>
</tbody>
</table>
### Appendix-H. Calendar of Activities/Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/16</td>
<td>Online meetings with Moroccan partners and MCC faculty and grant administrators. Begin to review parameters of the grant, confirm roster of personnel, timeline, scope of work, outcomes, monitoring and evaluation plan, future meeting times, travel dates, travel arrangements, execute MOUs, study abroad policies and procedure, evidence of housing arrangements.</td>
</tr>
<tr>
<td>7/16</td>
<td>Continue in-country itinerary planning, engage 5 MCC faculty (Dahany, Dotti, faculty member TBN) to include Moroccan content in existing courses, MCC Study Abroad faculty will engage with Moroccan faculty to build new course outline and identify cultural activities and tours.</td>
</tr>
<tr>
<td>8/16</td>
<td>Meet with Moroccan Curriculum Specialist/Scholar, complete development of Student Learning Outcomes.</td>
</tr>
<tr>
<td>9/16</td>
<td>Finalize in-country itinerary and activities, continue curriculum work, complete first quarter reporting by September 30. Conduct scheduled monthly web-based working sessions (Skype, etc.).</td>
</tr>
<tr>
<td>10/16</td>
<td>Conduct travel of MCC Moroccan Experience Team to Morocco to meet with Moroccan team; confirm curriculum outlines, student activities, personnel, outline of student itinerary, review of housing, review of study abroad budget and planning budget.</td>
</tr>
<tr>
<td>11/16</td>
<td>Finalize student learning objectives, meet with Moroccan Scholar/Curriculum Specialist to finalize curriculum, identify resources (e.g. MCC Foundation, private sources) to offset additional cost of student travel beyond funding from operating budget; plan for <em>IDS Weekend: Africa</em> program. Conduct scheduled monthly web-based working sessions (Skype, etc.).</td>
</tr>
<tr>
<td>12/16</td>
<td>Program administration meets to review sum total of work to date, review and revise timeline as necessary, plan for <em>IDS Weekend: Africa</em> program. Second quarter report due December 31, 2016.</td>
</tr>
<tr>
<td>1/17</td>
<td>MCC faculty (Dahany, Dotti, faculty members TBN) meet to discuss progress on module development for inclusion in existing business courses, continue planning on <em>IDS Weekend: Africa</em>. Moroccan partners identify community partners who will be involved in study abroad activities. Plans are made with those partners to facilitate program objectives. Conduct scheduled monthly web-based working sessions (Skype, etc.).</td>
</tr>
<tr>
<td>2/17</td>
<td>Develop study abroad marketing brochure and distribute to students across the campus, finalize curriculum for <em>Morocco Experience: International Business</em> course, market <em>IDS Weekend: Africa</em> and market <em>Morocco Experience: International Business</em>, study abroad. Continue planning for <em>IDS Weekend: Africa</em>. Students register for <em>IDS Weekend: Africa</em>. Conduct scheduled monthly web-based working sessions (Skype, etc.).</td>
</tr>
</tbody>
</table>
### Conduct IDS Weekend: Africa, continue finalizing Morocco Experience: International Business study abroad (at MCC). Students apply for Morocco Experience: International Business, study abroad. Conduct scheduled monthly web-based working sessions (Skype, etc.)

### Develop syllabi for Morocco Experience course, faculty will complete modules by August 31, 2017 for inclusion in AY 17-18 courses, faculty participate in MCC workshops related to developing curricula, teaching methodologies and intercultural competencies, administer workshop evaluations for review by PD. Students are interviewed and selected for Morocco Experience: International Business, study abroad. Conduct scheduled monthly web-based working sessions (Skype, etc.)

### Quarter four report due June 30, 2017. Students selected to participate are registered for the Morocco Experience: International Business course. Conduct scheduled monthly web-based working sessions (Skype, etc.)

### Design faculty and student assessment. Conduct scheduled monthly web-based working sessions (Skype, etc.)

### Design faculty and student assessment instruments. Student enrollment data, including demographics, travel document requirements, etc. in development. Provide a description of beneficiaries (including US partners), the benefits received by those in the partnership, and a description of broader effects of the partnership on the academic and social community.

### Post-Grant Period

### Fourth quarter report due September 30, 2017. Final report due September 30, 2017 Morocco Experience: International Business course begins. Conduct scheduled monthly web-based working sessions (Skype, etc.)

### Travel plans are confirmed for January, study abroad program. Develop assessment plans for the study abroad program. Conduct scheduled monthly web-based working sessions (Skype, etc.)

### Planning continues with U.S. and Moroccan teams. Assessment plans are completed for the study abroad program. Conduct scheduled monthly web-based working sessions (Skype, etc.)

### Planning continues with U.S. and Moroccan teams Conduct scheduled monthly web-based working sessions (Skype, etc.)

### Study abroad, Morocco Experience: International Business program begins.

### Assessment of study abroad program is conducted. Outreach and promotion of future study abroad to Morocco for subsequent years.
# Professional Experience

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Location</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| 2012 – Present | **Dean of Global Education**                  | Middlesex Community College          | Bedford, MA 01730 | - Serve as manager and key resource for the comprehensive globalization of the college  
- Provide leadership for and management of Global Education, including program planning, implementation, and assessment  
- Oversee budget development and management  
- Coordinate international curriculum initiatives and mapping, institutional partnerships, international exchanges and grants, student study abroad programs, and other activities that contribute to general education, including intercultural competency and global awareness and knowledge at MCC  
  - Organize and direct numerous globally focused faculty and student development opportunities: conferences, workshops, events, and webinars  
  - Direct Fulbright-Hays Group Study Abroad Project *Cambodia’s Cultural Heritage in the Modern World* and *Preserving Traditional Cambodian Music* grants |
| 2011 – 2012 | **Associate Dean of Humanities and Asian Studies** | Middlesex Community College          | Bedford, MA 01730 | - Administer and manage growth, initiatives, and budgets in the Humanities division and Asian Studies initiatives  
  - Lead ELL and Reading/Writing redesign teams  
  - Organize and direct seven chairs, departments, and over 200 faculty  
  - Plan and implement American Colleges and Universities (AAC&U) Grant  
  - Bridging Cultures to Form a Nation: Difference, Community, and Democratic Thinking  
  - Plan and implement East West Center’s (EWC) Asian Studies Development Program (ASDP) Grants  
  - Title VI “Enhancing Undergraduate Chinese Language & Culture Studies: Integrating Faculty & Curriculum Development”  
  - ASDP/NEH grant for “Thinking Through Cultural Diversity: Bridging Cultural Differences in Asian Traditions”  
  - Serve as Regional Manager for EWC-ASDP |
| 2010 – 2011 | **Interim Dean of Humanities and Asian Studies Coordinator** | Middlesex Community College          | Bedford, MA 01730 | - Administer and manage growth in the Humanities division and ASDP initiatives  
- Organize and direct seven chairs, departments, and over 200 faculty  
- Coordinate and manage budget for division  
- Organize and direct workshops and conferences on Asian Studies  
- Plan and implement Title VI Grant for “Enhancing Undergraduate Chinese Language and Culture Studies: Integrating Faculty and Curriculum Development”  
- Serve as Regional Manager for the EWC-ASDP Chair of ASDP 2011 National Conference in Boston |
| 2003 – Present | **Professor of Humanities**                  | Middlesex Community College          | Bedford, MA 01730 | - Develop and teach undergraduate traditional, online, and learning community courses  
- Serve as Co-chair the Technology Committee 2008-Present  
- Served on Executive FSA Board 2003-2008  
- Course of Distinction Winner for Mass Colleges Online 2006 |
| 1981-2003  | **Adjunct Professor in English**             | Middlesex Community College          | Bedford, MA 01730 | - Teach undergraduate traditional English Composition I and English Composition II courses |
Education

**Diploma in European Archeology**  
1979 Somerville College, Oxford University, Oxford, England

**Master of Arts Degree, English Literature**  
1978 University of Notre Dame, Notre Dame, IN

**Bachelor of Arts Degree, English Literature and European History**  
1978 University of the Pacific, Stockton, CA

International Educational Experience

In 2016 facilitator in American Council on Education (ACE) Internationalization Collaborative Institute in Montreal, Canada
In 2015 participant in American Council on Education (ACE) webinar for the Institute for Leading Internationalization
In 2013 participant in founding cohort of American Council on Education's Institute for Leading Internationalization, Washington, D.C.
In 2012 multi-college cohort leader and participant in Year I of the EWC-ASDP 3 year NEH Bridging Cultures grant Thinking Through Cultural Diversity: Bridging Cultural Differences in Asian Traditions
In 2012 participant in Year I of the AAC&U 3 year NEH Bridging Cultures grant Bridging Cultures to Form a Nation: Difference, Community, and Democratic Thinking
In 2012 organized and hosted a Community Colleges for International Development (CCID) leadership team of Chinese academic administrators. Four MOUs signed.
In 2011-12 multi-college cohort leader and participant in Year I and II of the EWC-ASDP 3 year Title VI grant Enhancing Undergraduate Chinese Language and Culture Studies: Integrating Faculty and Curriculum Development
In 2011 participated in the 4 week Nishan Confucian Studies Summer Institute in Shandong Province In 2010 participated in the Fulbright-Hays 4 week Study Abroad in Cambodia
In 2009 participated in EWC-ASDP workshop on India, Maricopa Community College, Phoenix, AZ In 2008 participated in the 4 week EWC-ASDP Field Study: Focusing of Southwest China
In 2007-09 participated National Science Foundation Math Across the Curriculum (MAC3) Conference, Seattle, WA and follow-up research at Middlesex Community College
In 2005-2007 participated in Title VIA Grant on Islam, Middlesex Community College, Bedford, MA
In 2007 participated in NEH 6 week Institute at the EWC-ASDP The Ideal and the Real: Arcs of Change in Chinese Culture, Honolulu, HI
In 2006 participated in the EWC-ASDP Institute on Korea at University of Louisville, Louisville, KY & EWC-ASDP workshop on China at Portland Community College, OR
In 2004 participated in the 4 week EWC-ASDP Field Institute on Korea: Transitions and Transformations, funded by the Korean Foundation

Writing

Conference Presentations

Mind the Gap: Redesigning Programs Using Organizational Leadership Theory to Engage the Real-World at the AAC&U Global Learning Conference, Ft. Lauderdale, 2015
The Scholars at Risk Program: A Global Community of Support, Poster presentation, NAFSA, Boston 2015
Making Your International Mark for the CCID Conference, Newport Beach, CA, 2015
Crossing the Bridge: Advancing Students’ Global Knowledge through the MCC Bridging Cultures Project for the AAC&U Global Learning Conference, Minneapolis, MN 2014
Half the Sky: Untangling Roots to Reach the Heights of Wisdom: Wuwei and Ren in Mulan for International Daoist Conference, Boston, MA 2014
Conversations on the Bridge: The Bridging Cultures Project at Middlesex Community College for the AAC&U Global Learning Conference, Providence, RI, 2013
Half the Sky: Untangling Roots to Reach the Heights of Wisdom on Panel: Glimpses of Women in Asia: Interdisciplinary Perspectives for the International East-West Center Conference, Beijing, China September 2012 and the 2013 ASDP National Conference in Phoenix, AZ
Nishan and Beyond: Journeys in Search of the Sage for the EWC-ASDP National Conference, Seattle, WA 2012
The Dao, My Avatar, and Me for the EWC-ASDP National Conference, Boston, MA 2011
The Reality of Transcending the Virtual for International Daoist Conference, Los Angeles, CA 2010
The Reality of the Virtual for the EWC-ASDP, Honolulu, HI 2010
As the Worlds Turn: In Search of the Perfect Virtual World (with D. Margulis), Virtual World Best Practices in Education, Second Life 2010
Asian Commemoration and Transcendence: Meeting with Life on the Other Side, EWC-ASDP National Conference, Philadelphia, PA 2009
Online Assessment for the Community College Leadership Academy, Northern Essex Community College, Haverhill, MA 2009
The New Model for Using Virtual Worlds (with M. Olson) League for Innovation in the Community College CIT Conference, Salt Lake City, Utah 2008
Science Fiction, Virtual Worlds and Virtual Ontology: Finding the Real and the Ideal in the Dao for the EWC-ASDP National Conference, Chicago, IL 2008
The WoW Factor: Using MMORPGs in Instruction (with M. Olson) League for Innovation in the Community College CIT Conference, Nashville, Tennessee 2007
Casting Your Pod to the Wind: New Media Enhancing Student Learning (with M. Olson, D. Kalivas, and D. Margulis) League for Innovation in the Community College CIT Conference, Charlotte, North Carolina 2006
Sharing Best Practices in E-Learning Massachusetts Colleges Online, Middlesex Community College, Lowell, MA 2005
Closing the Distance in Distance Learning Massachusetts Colleges Online, Bridgewater State Community College, Bridgewater, MA 2004
Imagination and Virtual Learning Massachusetts Community College Conference on Teaching & Learning, Middlesex Community College, Lowell, MA 2004
The Undiscovered Country: Video Streaming for the Humanities Massachusetts Community College Conference on Teaching & Learning, Cape Cod Community College, Dennis, Massachusetts, 2003

Professional Associations

American Council on Education (ACE) Internationalization Collaborative Advisory Council
Community Colleges for International Development (CCID)
American Colleges and Universities (AACU)
Boston Alumni Representative for Somerville College, Oxford University, Oxford, England
Oxford and Cambridge Society of New England, President
March 15, 2016

Janira Romero Reyes  
Partners Program Officer  
Bureau of Educational and Cultural Affairs  
U.S. Department of State  
Washington, DC  20005

Dear Ms. Reyes:

On behalf of Middlesex Community College (MCC), I offer my enthusiastic support to this application to build capacity for Middlesex Community College students to study abroad in Morocco.

The proposed projects builds on a successful relationship already established with higher education institutions in Morocco by MCC, which, in 2011, was awarded a planning grant and subsequent implementation grant by the U.S. Agency for International Development through Higher Education for Development through the Broader Middle East and North Africa-U.S. Community College Initiative. Building on this partnership and employing best practices from other MCC study abroad programs, MCC now endeavors to build capacity to exchange students to Morocco.

The project is significant for expanding the diversity of students who study abroad as well as the regions to which students travel. As an open-access community college, MCC serves a large portion of first-generation, low-income, and ethnically diverse students, individuals who are often underrepresented in study abroad programs. Community college students, representing diverse backgrounds, are especially underrepresented in study abroad, as are the regions of Africa and the Middle East. This exchange program offers great promise for fulfilling MCC’s values, which include diversity, equity, and inclusion, access and opportunity, resourcefulness, creativity, and innovation, and partnerships.

MCC has a strong track record of providing internal support for global education as well as procuring external funding for international programs from agencies including HED, U.S. Department of State, CIES, and the U.S. Department of Education. Additionally, with encouragement by MCC’s Dean of Global Education, five MCC students have been awarded prestigious Benjamin A. Gilman International Scholarships. For over a decade, MCC has committed approximately $60,000 annually to subsidize study abroad opportunities for students. As noted in the technical proposal and budget, MCC will again budget for this funding with allocation for study abroad for the academic year 2017-18 exclusively to the Morocco experience. Subsidizing nearly all the costs for students will not only attract students for its pilot year, it will ensure that the program is accessible to MCC’s socio-economically diverse student body.

Having traveled to Morocco myself, I can speak personally to the value of this exchange program for MCC students. I look forward to supporting the execution of an MOU to support exchanges, to contributing to the expansion and diversification of study abroad experiences, and to personally encouraging students to participate.

Sincerely,

James C. Mabry
President
March 14, 2016

Janira Romero Reyes  
Partners Program Officer  
Bureau of Educational and Cultural Affairs  
U.S. Department of State  
Washington, DC 20005

Dear Ms. Reyes:

I write to express my support for, and full commitment to, this proposal by Middlesex Community College to build capacity for U.S. undergraduate study abroad. This project generates from an existing partnership with Morocco, established through a successfully-completed multi-year HED grant. It incorporates MCC’s commitment to broaden participation of students who participate in study abroad, as well as to provide opportunities to diversify the regions that MCC students may experience. It builds on MCC’s strategic direction to offer more credit-bearing opportunities during the January intersession terms. It also serves a distinct need to add an international business course to MCC’s existing business curriculum to best prepare students for a global economy. For all these reasons, this proposal presents a timely and exciting opportunity for Middlesex Community College.

I fully support the leadership of Dona Cady, Dean of Global Education, in this initiative. I have no doubt based on her past experience with administrative leadership, grant initiatives, and global programs, that she will successfully identify and recruit students to participate in the program. Judith Hogan, Dean of Business, Education, and Public Service, offers expertise in partnering with Morocco, having led the HED grant focused on entrepreneurship, as well as clear vision for integrating the Morocco experience into the business curriculum. The project team has contacted the Moroccan partners and has thoroughly considered the budget needs, program plan, and timeline. Devoting annual operating funds for study abroad fellowships for students to participate in this experience during its pilot year will further ensure MCC meets its participation goals and broadens participation.

I foresee many opportunities to continue the partnership with Morocco after the initial exchange. For example, MCC recently received approval to host a Fulbright Scholar-in-Residence from Cambodia. I will openly explore with the Dean of Global Education and Dean of Business, Education, and Public Service the opportunity of applying for a Fulbright Scholar-in-Residence from Morocco after the study abroad program has been established.

I look forward to the opportunity to travel to Morocco as part of the delegation in support of the development of this exchange program for Middlesex Community College students.

Sincerely,

Philip Sisson  
Provost and Vice President of Academic & Student Affairs
Dear President Mabry:

The Director of ENSET Rabat is pleased to provide this letter in support of the capacity building project being led by Middlesex Community College in partnership with ENSET of Rabat and ENSET of Mohammadia.

Middlesex Community College supported the advancement of entrepreneurship education at ENSET of RABAT through a Higher Education Development Grant. The entrepreneurship program has been of great importance for the performance of our institution and also for the community.

ENSET Rabat welcomes the exchange of Middlesex Community College students to our university, and will participate in a planning grant with Middlesex Community College and collaborate with a delegation in support of a successful project. ENSET Rabat will provide the project team with our full support for the achievement of this project.

We hope you will review favorably this proposal and express our sincerest support for this application.

Sincerely,

Director
Ecole Normale Superieure de l'Enseignement Technique - Rabat
James C. Mabry  
President  
Middlesex Community College  
33 Kearney Square  
Lowell, MA 01852

Dear President:

It is with great pleasure that I pledge my full support to the application for the grant being submitted to Middlesex Community College to Partners of the Americas/USA Study Abroad.

As Director of ENSET Mohammedia, I am indeed excited that our partnership would afford us a unique opportunity to help us continue the partnership developed through the HED/BMENA grant that successfully developed new curricula, courses, workshops, and certificates, as well as enhanced existing ones to provide entrepreneurial instruction.

We at ENSET Mohammedia have advanced significantly through the years and thanks in no small part to international collaboration programs. ENSET would be able to offer to Middlesex Community College a rich exchange experience and an opportunity to learn about Moroccan culture, French language, and key content including entrepreneurship.

I hereby would like to confirm to you our sincere attachment in collaborating with your esteemed college. We look forward to the opportunity to host a Middlesex Community College delegation, participate in planning related to curriculum development, and develop plans to host Middlesex Community College students at our campus.

And we all kindly thank you for your consideration again.

Cordially Yours,

Director of ENSET Mohammedia