G.L.A.D Grant Application

A. General Information

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Transcending Borders: Embedding Global Citizenship within Architecture &amp; Design Curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Investigator</td>
<td>Mira (Mimi) Locher</td>
</tr>
<tr>
<td>Department</td>
<td>Architecture</td>
</tr>
<tr>
<td>Rank</td>
<td>Associate Professor and Chair</td>
</tr>
<tr>
<td>Campus Address</td>
<td>235 AAC</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:locher@arch.utah.edu">locher@arch.utah.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>801-581-8946</td>
</tr>
<tr>
<td>Chair</td>
<td>Mira (Mimi) Locher</td>
</tr>
</tbody>
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1. When would the grant activities be undertaken? | January-December 2017

Total amount requested. | $9,999

2. Has other funding been received for this project? | Yes/No: No

If yes, state sources and amounts. | 

3. Is other funding being sought for this project? | Yes/No: Yes

If yes, state sources and amounts. | $2,000 from School of Architecture for 4 faculty fellows to lead working group; $1,500 from College of Architecture + Planning for post-project assessment

List other group members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Department</th>
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<tbody>
<tr>
<td>Lisa Henry Benham</td>
<td>Associate Professor and Associate Chair</td>
<td>Architecture</td>
</tr>
<tr>
<td>Jonathan Mills</td>
<td>Visiting Assistant Professor</td>
<td>Multi-disciplinary Design</td>
</tr>
<tr>
<td>Adam DeChant</td>
<td>Graduate Student</td>
<td>Architecture</td>
</tr>
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</table>
Integrated into a re-imagination of our undergraduate and graduate curricula, the School of Architecture and the Multi-disciplinary Design Program strive to embed the teaching and practice of global citizenship and global learning in our academic programs. We propose to create a working group of faculty, students, staff, and local practitioners, supported by a graduate assistant, to develop relevant programming and research. The working group will develop a database of existing and potential faculty global research and academic relationships and assess student interest in international opportunities for study and professional internships and related financial concerns. The working group also will develop workshops addressing issues such as defining global citizenship, global learning programs, financial concerns, and local opportunities for international engagement. These activities will result in opportunities for learning and working abroad, attracting international students, and international faculty research, as well as course development and series of curricular modules with global content.

<table>
<thead>
<tr>
<th>Date submitted:</th>
<th>November 10, 2016</th>
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<tbody>
<tr>
<td>If this grant is funded may we place your proposal on the committee’s web page?</td>
<td>Yes/No: Yes</td>
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C. Narrative (1,000-word limit, 12-point type double-spaced, 1-inch margins)

Need and rationale:

The College of Architecture + Planning’s mission, as outlined by Dean Keith Diaz Moore (www.cap.utah.edu/our-mission/), includes “the demand to respond to the grand challenges of our time through innovative and collaborative modes of practice.” As students and faculty, we cannot respond to these grand challenges – which transcend geopolitical borders – without a clear identification of ourselves as global citizens and a thorough comprehension of global cultural competence.

The School of Architecture (SoA) has begun a multi-year endeavor of reimagining the curricula for the undergraduate architecture major, a potential new architecture minor, the graduate Master of Architecture degree program, and the Multidisciplinary Design Program (MDD). As part of these curricular redesign processes, we recognize the potential to embed the concept of global citizenship and to intentionally – and innovatively – integrate global learning throughout the various programs.

Objectives:

We have identified five curriculum areas for increased opportunities and understanding of global issues:

1. Understanding and embedding global citizenship across the curricula. We must define what global citizenship is in the fields of architecture and design and then study how to integrate it into our curricula. To produce effective leaders in the design professions, we must educate our students to be global citizens. Students must have opportunities to develop global self-awareness, an understanding of diverse perspectives, and both personal and social responsibility.

2. Develop curricular modules and learning outcomes integrating global content and concepts of global citizenship. While we offer courses on the history of architecture and design which include global content, we have room to increase this content and build in conceptual learning related to global citizenship throughout our curriculum. We will develop a series of curricular modules for each of our primary areas of study that faculty
can incorporate into their teaching to provide an understanding of global systems and to allow students to apply their design skills to explore complex global problems. In addition, with faculty contacts at universities abroad, we see the possibility for team-teaching and/or the inclusion of lectures and discussions with educators and students from various countries.

3. **Increase credit-bearing learning abroad opportunities for undergraduate major and minor students.** Our current architecture major and MDD program do not allow time or credit for learning abroad. We will study the feasibility of a variety of learning abroad opportunities, such as new or existing programs both at the UofU and in collaboration with other universities; and faculty-led study tours beyond the typical focus on Western Europe. Recognizing our student demographic, it also is important to study potential funding models for such programs.

4. **Recruit international students.** We have only a handful of international students in the architecture and design programs. We must develop a plan for international recruiting, building on existing faculty and student connections in Europe, South America, Asia, and elsewhere.

5. **Cultivate research opportunities and internships with local and U.S. firms working internationally and international firms.** Professional experience is vital to the marketability of our students after graduation (and required for students pursuing architectural licensure). We have the opportunity to connect our students to architecture and design practices and related organizations in the Salt Lake Valley and abroad to acquire this experience. We also can connect and support faculty research on global
issues and integrate students into international research projects and local projects with international content (e.g. working with local refugee or immigrant communities).

**Plan and time-line:**

We propose to utilize the GLAD grant to 1) support a working group of faculty, students, and staff from the SoA and MDD with local practitioners to study the feasibility of our five curriculum globalization focus areas as well as consider other options; and 2) hire a graduate research assistant to support the working group with research and presentations. The working group will organize data collection, focus groups, and workshops to stimulate innovative ideas for integrating global learning in our courses.

**January 2017**

- Convene working group
- Create SoA/MDD database of international connections and research
- Workshop: Defining Global Citizenship in Architecture & Design – Eric Laursen, Associate Professor, World Languages and Cultures and BlockU Global Citizenship course (proposed)

**February 2017**

- Workshop: Global Learning Case Study: University of Kansas School of Architecture, Design, and Planning – Renee Frias, Program Coordinator for Architecture, Design, and Visual Arts Study Abroad Programs, University of Kansas (proposed)
- Workshop: Creative Ways to Cover Costs: Study Away, Global Internships, and International Recruiting – Renee Frias, Program Coordinator for Architecture, Design, and Visual Arts Study Abroad Programs, University of Kansas (proposed)
- Convene faculty and student focus groups
• Analyze data and create interactive web archive

March 2017

• Workshop: Leveraging the Local: Global Learning in SLC – Rosey Hunter, Associate Professor, College of Social Work, former director of University Neighborhood Partners (proposed)

• Analyze focus group data

April 2017

• Develop global learning curriculum plan(s)

May-July 2017

• Develop curricular modules including content, learning outcomes, and assessment tools on global knowledge and design

• Develop international opportunity fundraising plan

August-December 2017

• Pilot new course content

• Develop academic paper on curriculum process and submit for publication

Expected outcomes, long-term educational impact for students, and describe how the project will be sustained:

Outcomes include increases in the understanding of global citizenship at all levels in the curricula; opportunities and funding for study, research, and work abroad for students and faculty; and numbers of international students in our programs. The working group will document the activities and processes for internal use as well as inclusion in an academic paper. We expect that integrated and innovative approaches to teaching global citizenship and providing opportunities for global learning here and abroad will well prepare our students “to respond to the grand challenges of our time” and give them an edge in the professional design world.
To sustain the project, existing SoA and MDD committees will take over the responsibilities of the working group. The SoA and MDD curriculum committees will oversee the curricular changes, new programs, and continue to promote course content on global citizenship and learning. The Academic Culture and Outreach Committee will oversee international research and internships, and the Admissions, Recruiting, and Diversity Committee will take on international student recruiting, assisted by the college recruitment specialist. At the completion of the grant-funded activities, CA+P Dean Diaz Moore will provide funding to assess the learning outcomes of the new curricular content.
### D. Budget *(Add additional lines as needed.)*

#### Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Video conferencing software ($19/month x 12 months)</td>
<td>Citrix Go To Meeting</td>
<td>$228</td>
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<tr>
<td>Supplies (post-its, pens, flipcharts)</td>
<td>Staples</td>
<td>$60</td>
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<tr>
<td>Food for workshops ($25 x 4)</td>
<td>Harmon’s</td>
<td>$100</td>
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**Total materials: $388**

#### Student Support

<table>
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<tr>
<th>Item</th>
<th>Source</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Graduate Assistant (1 semester @ $3,625 and 1 semester @ $3,750)</td>
<td>University of Utah</td>
<td>$7,375</td>
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**Total support: $7,375**

#### Travel

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<tr>
<th>Item</th>
<th>Source</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop leader hotel (2 nights @ $109)</td>
<td>University Guesthouse</td>
<td>$218</td>
</tr>
<tr>
<td>Workshop leader airfare (estimate, r/t)</td>
<td>Expedia.com</td>
<td>$500</td>
</tr>
<tr>
<td>Workshop leader airport transfers (Lawrence, KS, to/from Kansas City Airport: $100 x 2)</td>
<td>Uber.com</td>
<td>$200</td>
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AAC&U Global Learning and the College Curriculum conference registration (based on 2016 conference costs)  
aacu.org  $440

AAC&U conference hotel ($239 x 2 nights)  
marriott.com  $478

Airfare to AAC&U conference (SLC to/from New Orleans)  
expedia.com  $400

Total travel: $2,236

Total request: $9,999

If you think it is necessary, provide a brief (sentence or two) justification for any of the major items. In many cases this is done in the Narrative and nothing need be added here.

One faculty member of the working group will attend the November 2017 AAC&U Conference on Global Learning and the College Curriculum, with a particular focus on learning about assessment for global learning outcomes.

E. Support letter from Department Chair/Director or Dean.

Please see attached pdf of letter of support from College of Architecture + Planning Dean Keith Diaz Moore.
10 November 2016

Dr. Sabine Klahr
Office for Global Engagement
201 Presidents Circle, Room 306
Salt Lake City, Utah 84112

Re: School of Architecture’s GLAD proposal:
Transcending Borders: Embedding Global Citizenship within Architecture & Design Curricula

Dear Dr. Klahr,

As Dean of the College of Architecture + Planning, it is my deep pleasure to write this letter of support for the proposal Transcending Borders: Embedding Global Citizenship within Architecture & Design Curricula submitted by the Chair of the School of Architecture, Mimi Locher. As the proposal makes clear, this initiative directly aligns with the College vision, the Strategic Goals of the College and assembles various initiatives either under way or percolating within the School of Architecture in an intellectually coherent manner. As your recent Learn Abroad Statistical Report indicates, Architecture is already significantly overrepresented in participation in study abroad at the University. I believe the concept of global citizenship is an exceptionally rich armature within which to situate this proposal. On a personal note, I am drawn to Kwame Appiah’s take on cosmopolitanism wherein difference is not a barrier but a catalyst. I believe this proposal is poised to move our School of Architecture into a leadership role on campus and in our discipline in how global learning and intercultural competence—both core concepts of cosmopolitanism—may be furthered in a purposeful way.

To help ensure a useful feedback cycle of assessment for curricular improvement, I am pleased to offer the proposal a match of $1,500 to fund an assessment process to be designed during the proposed project and then applied after implementation. I hope what the review committee sees in the proposal is a thoughtful and systemic approach to global citizenship and a dedication to the effort as indicated by the matches provided by both the School and the College. I hope we all can agree that under the direction of Mimi Locher, a person that has demonstrated effectiveness in this area, that this proposal is quite likely to find success and to reach the ambition of serving as an exemplar on the world of design education. I wholeheartedly endorse the proposal and hope the committee finds it in its wisdom to assist us with this effort.

Sincerely,

Keith Diaz Moore, Ph.D., AIA
Dean, College of Architecture + Planning
University of Utah
375 S 1530 E RM 235
Salt Lake City, UT 84112
801.581.8254 diazmoore@utah.edu