1. INTRODUCTION

Creating a Student Union and Intercultural Center (SU&IC) at Kingsborough became a major initiative of President Farley Herzek. He called for the formation of a Presidential Taskforce in November 2014 to develop a concept paper and a plan. The Task Force aimed to be an inclusive process, bringing students, faculty, staff, administrators as well as community members together to envision an “Engaged Kingsborough” as the fundamental identity of the College. (The Task Force members and the Subcommittees are listed in Appendix A.)

The overarching aims of this initiative are to contribute to the enhancement of student retention, success, and completion by establishing a better sense of belonging and connection to Kingsborough and by dedicating ourselves to inclusive excellence. For many of our students, Kingsborough is their second family. We need to have a Student Union that provides a dedicated space for our students and clubs to engage with each other and enjoy meaningful leisure time together while also developing opportunities for leadership and service on campus and in the community.

Relatedly, as the only community college in Brooklyn and with a highly diverse student population reflecting our borough—represented by 142 national backgrounds and 73 main languages—it is incumbent upon us to engage this diversity by creating a physical hub where exciting intercultural programs and activities are coordinated and supported. Intercultural education and engagement becomes more of an imperative as our nation undergoes a diversity explosion in the coming decades and becomes a more globalized, multi-racial country with no racial majority and rapid growth of new minorities (http://www.brookings.edu/research/reports2/2014/11/diversity-explosion). Our campus, already deeply diverse, can expect to follow similar trends.

Through SU&IC, we hope to unite our various existing curricular and co-curricular programs and activities, introduce new ones, and publicize them effectively to the college community and beyond.
2. RATIONALE

The leading theorist on retention, Vince Tinto, has persuasively argued that “involvement, or what is increasingly being referred to as engagement, matters.” Creating essential conditions that promote students’ active involvement with each other and with faculty are key to retention and success. (http://www.gvsu.edu/cms3/assets/B85DAC41-B7B8-3B9F-A116121D5AE29B05/Student%20Retention-What%20Next.pdf). Another leading theorist, George D. Kuh, has also spoken about the importance of student engagement. Similarly, the research findings of the Community College Survey of Student Engagement (CCSSE) are unequivocal: “Student learning, persistence, and attainment in college are strongly associated with student engagement” (http://www.ccsse.org/center/about_cccse/focus.cfm).

Cultivating compassion in our students, with its attendant virtues of curiosity and empathy, is key. Philosopher Martha Nussbaum has written extensively on the kind of education we need to provide students for this global age: “An education based on the idea of an inclusive global citizenship and on the possibilities of the compassionate imagination has the potential to transcend divisions created by distance, cultural difference, and mistrust.” Her thoughtful framework advocates for an engaged, multicultural education infused with “human development.” Nussbaum suggests three crucial capacities of a responsible, globally minded citizenry in a pluralistic democracy: critical thinking, the ability to bridge and understand different cultures and religions, and the ability to imagine the situations of others and sympathize actively with them (http://www.hup.harvard.edu/catalog.php?isbn=9780674179493).

Further supporting the emphasis on empathy, an important component of intercultural engagement should be interreligious understanding and engagement, especially in our country which is the world’s most religiously diverse nation, and on our campus which increasingly mirrors our national multi-faith society. The Pluralism Project at Harvard University provides an excellent paradigm for energetically engaging religious diversity. Its director, Diana Eck, distinguishes between “diversity” and “pluralism,” noting that “mere diversity without real encounter and relationship will yield increasing tensions in our societies.” In contrast, “pluralism is the encounter of commitments. It means holding our deepest differences, even our religious differences, not in isolation, but in relationship to one another” (http://www.pluralism.org/).

Another compelling framework that can inform the work of the SU&IC is provided by the National Task Force on Civic Learning and Democratic Engagement in its 2013 report, A Crucible Moment: College Learning and Democracy’s Future (https://www.aacu.org/crucible). The Task Force contended that “the competencies basic to democracy cannot be learned only by studying books; democratic knowledge and capabilities are honed through hands-on, face-to-face, active engagement in the midst of differing perspectives about how to address common problems that affect the well-being of the nation and the world. Civic learning that includes knowledge, skills, values, and the capacity to work with others on civic and societal challenges can help increase the number of informed, thoughtful, and public-minded citizens well prepared to contribute in the context of the diverse, dynamic, globally connected United States.”

By creating a more deliberate space in SU&IC for student leadership training, leisurely activities, study places, orienting students to our campus and directing them to the resources, intercultural
and interreligious engagement, and civic learning and democratic engagement we will strive to fulfill a vision of “Engaged Kingsborough” for every student.

3. MISSION STATEMENT

The mission of the Student Union and Intercultural Center is proposed as follows:

The creation and maintenance of a safe, inclusive, and accessible space in service to and in partnership with students, faculty, staff, alumni, and community members. This space is used to foster intercultural understanding, student/faculty collaboration, leadership, civic engagement, and a deeper sense of belonging that complements academic programs and enhances the educational experience of the Kingsborough community.

We are committed to:

- Social awareness/education/respect of races, gender identity, sexualities, religions, cultures, and class status.
- Providing a space for interdisciplinary discussion, lectures, panels, readings and workshops.
- Preparing our students for leadership roles in their communities in order to foster responsible citizenry through community service and engagement.
- Preparing our students for the global 21st Century workforce.
- Fostering collaboration between students, college resources, staff, faculty, and members of the wider Kingsborough community.

4. DESIGN OF THE SU&IC SPACE & FACILITIES

Working closely with the Campus Planning & Design (CP&D) and the Building & Grounds colleagues, we have developed a “Space Renovation Plan” along with “Project Cost Estimate” for the SU&IC (attached in Appendix B with a visual design disk).

This grand concept of the SU&IC space begins by the Information Center (P101) and stretches through the U Building 1st Floor Corridor, Main Cafeteria, and Breezeway to Student Life (C123) and encompasses all of the International Hall of Flags area. The SU&IC also includes a new exciting Garden Plaza between the U and WAC Buildings and a renovated 2nd floor Terrace, accessible through the International Hall of Flags area, overlooking the new Garden. Both spaces are to be used for leisure seating by students, faculty & staff and for outdoor programming.

The Task Force discussed that we lack a well-publicized and functioning Information Center for incoming students and visitors. Therefore, we propose that the current Information Center booth in P101 and the seating/waiting area by it be spruced up and for the booth to become more open, blinds- and clutter-free. A large, visible and attractive sign in the immediate front of the Information Center (on the external wall) would read: Student Union & Intercultural Center and below it would read Information Center. Incoming students and visitors will be able to see the sign as they enter through the Main Gate and Public Safety and other college community
members can direct inquiring visitors to the Information Center which will be regularly staffed by trained Peer Ambassadors. Since the Information Center is the entry point of the SU&IC, a directory of all spaces and offices within the SU&IC will be mounted in that area as well as a stand that will contain brochures and information. A plasma screen that’s mounted in the suitable location by the Information Center or in the adjacent corridor by the Office Services that welcomes people and announces “TODAY/THIS WEEK at KCC” is proposed.

We would like a unifying color for the whole of the SU&IC. CP&D is coming up with this distinct color that demarcates the SU&IC area. A former student of KCC has also developed an attractive logo for the SU&IC (seen on the top of page 1).

The whole U Building 1st Floor Corridor by the Office Services and the Bookstore will be renovated to make it much more attractive and functional for appropriate programming and activities. Suspended ceiling decorative signs, designed by a former student, would state “Welcome” in the 73 languages represented at KCC. We propose to name the corridor the “Welcome Breezeway.” The Bookstore will get glass sliding doors at both ends and will have new display cases in front of it and new signage (The Bookstore management has indicated a willingness to bear some, if not all of the, cost.) The display cases (most of them) will serve as an art gallery displaying student artwork and/or material relevant to the programming and events at the SU&IC.

With the Peer Ambassadors moving to the Information Center in P101, their current station in U101 by the elevators in the U Building Corridor will become an “iBoard” electronic bulletin board space with 4 computers or tablet stations (including an Access-Ability one) and a plasma screen, allowing students to post their ads for books, exchanges, tutoring, shared residences and other appropriate needs/services on the iBoard, which will be accessible by students to see from remote locations but they must be on campus to post an ad on “iBoard.” The current bulletin boards which contain paper postings will be removed. There will, however, be wrap-around corkboards on the poles throughout the SU&IC area to post pre-approved flyers.

The current vending machines room (U113) is proposed to become an “Engaged Kingsborough” hub where current students can go to find out how to get involved, learn about various co-curricular programs and activities, and other critical information. It will house the Coordinator of the SU&IC and will have other college assistants or student aides providing key information to visiting students. The room will have no curtains and totally transparent to the traffic outside in the Cafeteria. The intention is to draw students in. A water refilling station, ATM, and a recharging station will be placed in there as well. A plasma TV will be mounted either overlooking the Cafeteria or inside to provide key information to students. Signage on the back of U133 on windows or above the door should draw students to the “Engaged Kingsborough” room. CP&D has produced an attractive design for this critical hub which will also open to the new Garden Plaza.

The vending machines and microwaves in U113 will be moved to another suitable location in the Main Cafeteria, as the attached CP&D design shows.

Moving towards the WAC Clusters, the high-trafficked Breezeway area will be spruced up.
The SU&IC ends by the Office of Student Life in C123. The student lounge area above it contains student councils and clubs. Better signage is needed for those rooms. The hanging lights in that area will be replaced/modernized and the walls there repainted (once the ceiling leak problem is resolved) to the uniform color of the SU&IC. A big sign across at that end should also signal “Student Union & Intercultural Center,” preferably by C123 and F123, and a directory of all spaces and offices within the SU&IC will be mounted in that area as well.

The SU&IC on the **first floor** will then contain these key offices/services:

- P101: Information Center
- U101: Bookstore
- Bookstore Display cases: Student Art Exhibits
- U101: iBoard electronic bulletin board
- U110: Main Cafeteria
- U123: Cafeteria Seating Area/Dining Hall (with vending machines added)
- U113: the new “Engaged Kingsborough” hub room
- The new “Garden Plaza” between U and WAB Buildings
- C102: Career Development and Transfer Center
- F123: Freshman Services
- C123: Student Life Office
- Above Student Life Office: Student Councils and Club Offices and Student Lounge

The SU&IC in the **International Hall of Flags Area** (2nd Floor) will contain these key offices/services:

The core of the Intercultural part of the SU&IC will be in the International Hall of Flags area which will see dramatic renovation that will open the rooms up as much as possible with glass walls.

- U219/U220: This big Conference Center will be renovated under a capital project late in 2015 and is expected to be completed by mid-2016. Glass doors for the Conference Center are proposed. It will serve as the main venue for student and intercultural events. It is proposed that it serve as an open space when not in use for students to relax. We suggest creative furniture/rug for students to relax in non-scheduled times. A staff member will monitor such use.
- U228: Old Light House, now a small conference room for general use by faculty, staff and students.
- U227: Radio Station
- U226: Proposed Interfaith Room and Interfaith Youth Core Chapter office. To be called “On Common Ground” or “Common Ground” room. The office will actively involve the Holocaust Center’s director, Richard Tomback, in its programming.
- U200 D: International Hall of Flags Open Area. Leisure/study space for students when not used for programs and activities. Creative furniture, recharging outlets including USB’s by the fence
if possible and all around; possibly a recharging station. Water refill station. The current big projection system there should be used for announcing SU&IC events on a continual basis.

U213/U214: Proposed “Faculty Conference Room” to be used mainly for intercultural programs and events planning as well as student leadership training. Transparent with glass wall and accordion dividing wall.

U215/U216: Proposed “Student Conference Room” to be used by student leaders to congregate and foster collaboration across councils and clubs. Transparent with glass wall and accordion dividing wall.

U217: TV/Game Room. Redesigned for maximum use. Glass wall on the front. Not a meeting area anymore; Just for leisure/games/TV viewing. More sport/game equipment such as a ping-pong table, foosball, etc., as well as video games recommended.

U218: Men’s Resource Center

Terrace area by U215/U216: Leisure/ study area overlooking the Garden Plaza. Suitable for receptions as well. More benches or chairs/tables may be needed.

There are other improvements that the CP&D has included in its design plan that are not detailed above but together lend to a very attractive, welcoming environment for SU&IC.

5. PROGRAMS AND ACTIVITIES

We aim to establish a vibrant Student Union & Intercultural Center where our various curricular, co-curricular, student leadership, intercultural, and global programs and activities can cohere, expand, and find support. Through effective branding and messaging, we envision to create a truly “Engaged Kingsborough” culture of pluralism and inclusive excellence.

A website for SU&IC will be created and will be maintained by the new coordinator of the SU&IC. We propose that the KCC homepage have the logo of the SU&IC on its cover for easy access for students, faculty and staff. The SU&IC website will have a master calendar of all the programming and happenings—including student activities, intercultural, inter-religious, and national festivals, celebrations, feasts, and events—and will highlight happenings for This Week or Today at KCC on a regular basis.

The SU&IC will serve to bolster existing programs including, but not limited to, Student Life- and club-sponsored multicultural events (such as Festival of Lights, Taste of the World, Enough is Enough Dinner and Dialogue, Purim Party, Hanukkah Party, Ash Wednesday Mass, Pakistani Cultural Show, Weekly Bible Workshops, MSA’s monthly lecture: Loving the Prophet, Newman Club, Asia Cultural Event, Christmas Dinner, LGBTS Alliance’s Drag Show), the Campaign for Civility, Student Life’s Dinner & Dialogue events, KCC’s Diversity Symposium, the annual Immigration Day event, the KCC Reads/Common Reading Program, Eco-Festival, the 99 Voices Social Justice Campaign, the Holocaust Center, Safe Zone, Men’s Resource Center, and Women’s Center programming.
In addition, the Subcommittee on Programs and Activities proposed several new activities to be included in the SU&IC that would deepen campus engagement. Initial suggestions include the establishment of:

- **Voter Engagement Initiative.** Implementing the call and vision set by *A Crucible Moment* that higher education institutions work towards “constructing environments where education for democracy and civic responsibility is pervasive,” we propose the “Voter Engagement Initiative” in collaboration with the non-profit, non-partisan Brooklyn-based Democracy Works/TurboVote (https://turbovote.org) organization to foster democratic knowledge and capabilities in our students through active engagement and by utilizing TurboVote’s civic technology to drive the vote in every election—local, state and national—on our campus.

- A new student club, “The Student Diversity Club,” that brings students together across and between cultural and other differences; the group will start up new events and will function with the general goal of getting students out of cultural “bubbles” or pods and interacting more and more substantially across the lines of difference.

- Dialogue groups and poetry slam groups to hold events.

- A “Students for Food Reform” organization to possibly hold an annual Food Day in collaboration with foodday.org and our Urban Farm.

- Student and Faculty Art gallery in the SU&IC and a Celebrate Art Week – music, dance, literature, sculpture, painting, etc.

- A field trip series that is centered on diversity/intercultural concerns (immigration, voting, equality, social justice, using your voice, race and anti-black racism, misogyny and feminist concerns, etc.) and to places like the Brooklyn Botanical Garden, the Brooklyn Museum of Art, The Queens County Farm and Museum, etc.

- A de-stress center during finals – food, massages, meditation, yoga, etc., in collaboration with the Wellness Center.

New programming suggestions that aligns more with the work of the **Intercultural Center:**

- **Inter-faith Initiative:** We propose to engage our campus and community religious diversity through a new inter-faith initiative. We recommend partnering with the highly-regarded Interfaith Youth Core (IFYC) (www.ifyc.org/) which works with campuses to build models of interfaith understanding and cooperation. IFYC believes inter-faith collaboration leads to a society characterized by religious pluralism which it defines as “an intentional engagement of religious diversity toward a positive end or common good.” Its work aligns well with the intellectual frameworks on robust intercultural and interreligious engagement that we delineated in the Rationale section above. This initiative, to be housed in U226, will also closely involve our Holocaust Center and its director, Richard Tomback and our campus chaplain, Father Mike.

- **Hold an annual festival, "On Common Ground: The Encounter of Commitments,"** that celebrates intercultural and interreligious diversity.

- **Establish monthly themed cultural programming such as Semana de la Raza (Week of the People).**

Several ideas will help encourage students in their **academics:**

- **Student Science Fair/STEM Research Expo** that is campus-wide.
A fund to pay for students to attend undergraduate conferences of various kinds.
Study hours and/or pop-up tutoring services.

In order to support creativity and new initiatives, the Sub-Committee proposes the creation of a process for various groups or individuals (clubs, students, faculty and/or staff) to propose, finance, and run events. A SU&IC Fund should be established that they could apply to through a competitive grant process to obtain financing.

It is also strongly suggested that as many of the SU&IC experiences as possible be qualified for and granted Civic Engagement credit.

6. FUNDING

There is a mix of private and public funders that may be interested in this kind of project. For the most part, these funders are interested in academic engagement of students, and not the creation of physical, social, or recreational space. Individual donors and corporate sponsors may be a better set of prospects to consider for naming opportunities related to the designation or refurbishment of the space. Details about potential prospects are listed in Appendix C.

Academic engagement of students may be supported by a variety of grants from the federal government, including support for international education and foreign language instruction; development of new courses; and humanities-focused consideration of intercultural understanding. These opportunities are available through the United States Department of Education and through the National Endowment for the Humanities.

In addition, support for inter-religious dialogue, anchored in the Intercultural Center’s proposed new Inter-faith space, could be supported by foundation grants.

We are a participating college in the AAC&U consortium that has applied to NEH for a grant. The title of our proposal is “Citizenship Under Siege: Promoting Religious Pluralism and Inclusive Citizenship.” It is very likely that we will be awarded this grant in early 2016 which will help us with faculty development and programming in the SU&IC.

7. COORDINATING STRUCTURE

We propose hiring a full-time coordinator on the HEO line for the SU&IC who will report to both Student Affairs and Academic Affairs and will work closely with the Communications & Government Relations and Events Management Offices as well as other relevant partners.

We recommend that a small Advisory Committee, made of some of the Taskforce members as well as the Chief Diversity Officer and the director of the Holocaust Center, be formed for the SU&IC.

We also propose that two faculty members, working closely with the Coordinator of the SU&IC and the Advisory Committee, coordinate programming and activities in the SU&IC, tentatively
each receiving 3 credits of release time (upon approval of their chair) or cash compensation per year.

Staffing of the SU&IC will mostly composed of the Peer Ambassadors and Honors Representatives who will be trained to work in the Information Center, the Engaged Kingsborough hub in U113, and deployed in the International Hall of Flags and elsewhere as needed.

8. BUDGET AND SUGGESTED PHASES

We asked CP&D to come up with an ideal design and budget for the grand concept of the SU&IC fully that aware that the cost may surpass our expectations. We thought and ideal gestalt plan would allow us to create over a period of time, in phases, an outstanding SU&IC befitting of a top community college in the nation. It would also allow us to seek external public and private funding as well as corporate sponsors and individual donors, especially for naming opportunities. The College Bookstore management has already shown a willingness to support the installation of glass doors for the bookstore, new signage, and renovation of display cases in its front wall (total cost around $65,000).

CP&D estimates around $1 million for the eventual cost of the SU&IC project (see attached Project Cost Estimate in Appendix D).

The estimated cost of hiring a full-time HEO as Coordinator of the SU&IC can be around $65,000 per year. The estimated cost of compensation for faculty coordinators is around $15,000 per year.

There may be some additional costs related to installation of plasma screens and computers as well as student aide hours for Peer Ambassadors and Honors Representatives who will mainly staff SU&IC.

We recommend establishing a small grant program for students to apply to (in collaboration with faculty and staff mentors) to propose programs and events for the SU&IC, similar to the President’s Faculty Innovation Awards, which the President’s funds cover.

These are our tentative recommended phases for the creation of the SU&IC:

Phase 1:
- Renovation of Information Center booth/room and signage for the SU&IC and Information Center on the external wall as well as inside.
- Relocation of the vending machines in U113 to the new area in the Main Cafeteria.
- Creation of “Engaged Kingsborough” hub room in U113 which will house the SU&IC coordinator and staff.
- Renovation of U217 to create “TV/Game Room,” U215/216 to create “Student Conference Room,” and U213/214 to create “Faculty Conference Room.”
- Renovation of the U Building 1st Floor Corridor to create “Welcome Breezeway” with suspended ceiling decorative welcome signs in 73 languages and wall panels.
- Renovation of the Bookstore front, display cases, and installation of sliding glass doors.

**Phase 2:**
- Creation of “iBoard” electronic bulletin board in U101.
- Renovation and painting of the “Cafeteria Breezeway.”
- Renovation and painting of the Clusters area and the second floor student lounge and Council and clubs offices area above Student Life Office. New lighting for the area. New ADA compliant signs for all clubs and student government spaces in that area.
- Signage and directory for the SU&IC at the Student Life Office end or start point.

**Phase 3:**
- Creation of the new “Garden Plaza” between U and WAB Buildings.
- Renovation of the Terrace area by U215/U216: Leisure/ study area overlooking the Garden Plaza.
- Main Cafeteria repainting, new counter seating around stairs base, motorized shades, new tables and chairs
- Complete other remaining parts.

**9. NEXT STEPS**

We suggest that the President include the announcement of the establishment of the SU&IC in his Convocation remarks and ask the college community to review the Concept Paper and Plan and share their ideas and feedback with the Task Force by September 15. We also suggest that the President include the establishment of SU&IC in the agenda of the College Council as an informational item.

We postponed seeking external partners for this initiative; once this plan is approved, external partners should be sought and perhaps for one or two to be included on the Advisory Board of the SU&IC that we are recommending.

Effective branding and messaging of the new Student Union and Intercultural Center, a dynamic website, and pervasive publicity on all fronts will be critical for the success of this initiative.

We should also aggressively seek external public and private funding, grants, corporate and individual donors (especially for naming opportunities) for the SU&IC.

Close consultation with the Office of Communications and Government Relation and the Office of College Advancement will be key in implementing these next steps.
APPENDIX A

SU&IC TASKFORCE MEMBERS

Task Force Chair:
Reza Fakhari, Associate Provost, Academic Affairs

Students:
He Zheng, President, Asian Society
Brittany Dennis, President, College Discovery and LGBTS Alliance
Mysje Martin, President, International Students Union
Sarah Yonous, Vice President, Muslim Student Association
Leibel Gordon, President, Tagar Club
Josh Sorscher, President, Hillel Club
Evgeniya Melnikova, PR Officer, Student World Assembly
Lydia Fischbach, Alum

Faculty:
Debra Schultz, History, Philosophy, and Political Science
Maureen Fadem, English
Brian Hack, Art
Michael Smith, EMS
Kevicha Echols, Health, Physical Education and Recreation
Katia Perea, Behavioral Sciences
Susan Aranoff, Business
Nataniel Green, Math and Computer Science
Lili Shi, Communications & Performing Arts
Edgar Troudt, Tourism & Hospitality and The Center for Economic and Workforce Development
Thom Smyth, Tourism & Hospitality
Paul Ricciardi, Communications & Performing Arts

Administrators/Staff:
Elizabeth Basile, Assistant Vice President, College Advancement
Kirstin Swanson, Director of Development, College Advancement
Stanley Bazile, Associate Dean, Academic Affairs
Brian Mitra, Associate Dean, Student Affairs
Tasheka Sutton-Young, Executive Director of Student Life
Dawn Walker, Assistant Vice President for Communications and Government Relations
Lavita McMath-Turner, Director of Government and Community Relations/
Director of Civic Engagement
Rosalie Fayad, Director of Enrollment Services and International Student Affairs
Zeco Krcic, Administrative Superintendent, Facilities
Anna Becker, Anna Becker, Executive Director, On Stage at Kingsborough
Paul Winnick, Director of Operations, Performing Arts and Event Facilities
Taskforce Subcommittees Chairs:

- **Mission Statement** (Katia Perea and Stanley Bazile, Co-Chairs; Nataniel Greene, Michael Smith and Helen-Margaret Nasser)
- **Programs and Activities** (Maureen Fadem and Debra Schultz, Co-Chairs; Brian Mitra, Stanley Bazile, Kevicha Echols, Marsha Faustin, Nate Green, Janine Palludan, Katia Perea, Paul Ricciardi, Eva Melnikova, Helen-Margaret Nasser, Lili Shi, Thom Smyth, Edgar Troud, He Zheng and Devante Tate)
- **Facility and Design** (Tasheka Sutton-Young and Paul Winnick, Co-Chairs; Brian Hack, Anna Becker and Janine Palludan)
- **Funding** (Kirstin Swanson, Chair; Lavita McMath-Turner, Helen-Margaret Nasser and Michael Smith)
APPENDIX B

DESIGN OF THE SU&IC SPACE & FACILITIES

(See separate attachment)
APPENDIX C

DETAILS ON FUNDING OPPORTUNITIES

Federal Grants

The US Education Department offers an Undergraduate International Studies and Foreign Language program, which “provides funds to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages (from program website: http://www2.ed.gov/programs/iegpsugisf/index.html).” According to the FY2015 USED grants forecast (http://www2.ed.gov/fund/grant/find/edlite-forecast.html#chart6), UISFL was to be released on February 25, 2015 with a due date of April 22, 2015. In FY2014, thirty-one institutions of higher education (IHEs) received $2,842,430 in grant funds through this program. The following New York State institutions received awards:

Bard College, Annandale on Hudson—$84,142.00
Jamestown Community College, Jamestown—$87,150.00
Research Foundation of CUNY o/b/o John Jay College, New York—$83,342.00
Nazareth College of Rochester, Rochester—$78,321.00
Rochester Institute of Technology, Rochester—$91,343.00
The State University of New York at Stony Brook, Stony Brook—$85,628.00

If this opportunity is of interest, a review of Jamestown Community College’s and John Jay’s applications may assist in our application preparation.

The National Endowment for the Humanities (NEH) offers several grants that may support aspects of a KCC Student Cultural Center. The most recent Challenge Grant was due on 05/5/2015, not leaving sufficient time for a competitive application. “NEH challenge grants are capacity-building grants, intended to help institutions and organizations secure long-term support for their humanities programs and resources (from program website: http://www.neh.gov/grants/challenge/challenge-grants).”

In recent years, NEH offered a funding mechanism specifically for community college challenge grants. However, according to the Council for Resource Development’s Federal Funding Task Force, this program is on hold for the foreseeable future. No community colleges have been funded through this mechanism since 2011, but here are a few examples of programs funded at colleges and universities:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fordham University (Bronx, NY 10458-9993)</td>
<td>$500,000</td>
</tr>
<tr>
<td>Enhancing Orthodox Christian Studies at Fordham University: To support:</td>
<td></td>
</tr>
<tr>
<td>Endowment of a faculty-in-residence research fellowship, an annual</td>
<td></td>
</tr>
<tr>
<td>dissertation-completion fellowship, and humanities programming in</td>
<td></td>
</tr>
<tr>
<td>Orthodox Christian Studies.</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania State University, Main Campus (University Park, PA 16802)</td>
<td>$334,000</td>
</tr>
</tbody>
</table>

CH-51055-13
CH-51067-13
The Center for Democratic Deliberation: Rhetorical Scholarship and Civic Education for the Twenty-First Century: To support: Endowment of the activities of the Center for Democratic Deliberation.

Bard College (Annandale-on-Hudson, NY 12571) $425,000 CH-50952-12
Endow Junior Fellowships, Humanities Lecturer, and Humanities Programs of The Hannah Arendt Center at Bard College: To support: Endow speaker series, fellowships for junior scholars, workshops, and other programs at the Hannah Arendt Center for Politics and the Humanities at Bard College.

Oklahoma Christian University (Edmond, OK 73013-5599) CH-50995-12
Building Bridges between Academe and the Community: The McBride Center for Public Humanities: To support: Endowment for a variety of programs in the McBride Center for Public Humanities, including a visiting scholar program, lecture series, symposia, and programs for school students and teachers.

Rutgers University, Newark (Newark, NJ 07104-3010) 250,000 CH-50841-11
The Institute on Ethnicity, Culture, and the Modern Experience: To support: Endowment and bridge funds to support two public humanities programs: City Children and Their Cultures (which brings scholars to Newark to discuss a wide range of child-centered topics) and Teachers As Scholars (a professional development program for K-12 teachers).

The NEH Enduring Questions Course Pilot Grant “supports faculty members in the preparation of a new course on a fundamental concern of human life as addressed by the humanities. This question-driven course would encourage undergraduates and teachers to join together in a deep and sustained program of reading in order to encounter influential ideas, works, and thinkers over the centuries (from program website: http://www.neh.gov/grants/education/enduring-questions).”

The deadline for this grant program is September 10, 2015. Since 2010, only two community colleges have received funding through this grant program. Sample recipients are below:

Macomb County Community College (Warren, MI 48088-3896) $22,000 AQ-50979-14
NEH Enduring Questions Course on the Just War Tradition: To support: The development of a community college course on the circumstances under which war may be justified and whether it can be conducted ethically once begun.

CUNY Research Foundation, John Jay College (New York, NY 10019-1069) $22,000 AQ-51033-14
NEH Enduring Questions Course on the Nature of Friendship: To support: The development of an undergraduate course on friendship.

Hofstra university (Hempstead, NY 11550) $24,977 AQ-50879-13
NEH Enduring Questions Course on "What Is Friendship?": To support: The development of an introductory course that would explore the history of the question, What is friendship?, from ancient Mesopotamia to social networks.

CUNY Research Foundation, John Jay College (New York, NY 10019-1069) $24,991 AQ-50581-12

New York University (New York, NY 10012-1019) $25,000 AQ-50660-12

NEH Enduring Questions Course on "What Is Memory?": To support: The development of an undergraduate honors seminar on the question, What is memory?

York County Technical College (Wells, ME 04090-5341) $24,837 AQ-50479-11

NEH Enduring Questions Course on the Nature of Dreams: To support: The development of an undergraduate seminar on the nature of dreams.

Private Foundations
At the Arthur Vining Davis Foundation, the Trustees recently concluded a re-examination of their funding priorities. They are re-focusing their Religion funding area as follows:

Religion
This program area will transition to Interfaith Leadership & Religious Literacy.
Our 40 years of support for individual theological schools has strengthened the preparation of pastors and lay leaders of traditional faith communities. Now, the Trustees will provide philanthropic support to programs that strengthen interfaith leadership and religious literacy. During this transition we will invite selected institutions and organizations to submit grants for innovative ideas that will make a substantial impact on interfaith leadership and religious literacy. In 2015-2016, we will review only proposals received by invitation. Earlier this year, College Advancement reached out to a Program Officer in the Caring Attitudes funding area (which focused on provision of healthcare by professionals with Caring Attitudes) to discuss a proposal from the EMT-P program. Though encouraged to submit a proposal, we aimed for the April deadline; since that time, the Caring Attitudes area was discontinued. We may be able to use that contact to gauge potential for the new Interfaith Leadership and Religious Literacy area (there is one contact person for Health and Religion). Previously, grants ranged from $50,000 - $200,000, though it is too early to gauge how that might change with the new focus area.

Henry Luce Foundation provides grants to higher education institutions in ways that align with their funding interests (http://www.hluce.org/highedu.aspx). At LaGuardia Community College, the foundation supports the World Pathways Pilot Project. According to LaGuardia’s website (http://laguardia.edu/About/Luce/Home/):

World Pathways project taps the potential of students by building upon the inherent bicultural awareness of twelve exceptional heritage language speakers. As heritage language speakers, our students have acquired one of four modern languages—Japanese, Mandarin Chinese, Spanish or
Arabic—through their home environments and without any formal training.

Through language courses, leadership workshops and cultural outings, dedicated faculty mentors and guest speakers guide the Heritage Language Scholars in a year long program designed to enhance language proficiency and global competencies. The program culminates in an internship at an internationally-facing corporation or organization based on each individual student’s professional interest, background and qualifications.

The Henry Luce Foundation’s contribution to this project was $220,000 in 2013 and $250,000 in 2014. The Foundation also supported Project Pericles (http://www.projectpericles.org/projectpericles/) in 2013 with a $35,000 grant for the Debating for Democracy on the Road workshop series.

El-Hibri Foundation (http://www.elhibrifoundation.org/) “envisions a world in which respect for human dignity, equality and appreciation of diversity are cultural norms, and the non-violent resolution of conflict is widely practiced.” Its mission is to “build a better world by embracing two universally shared values of Islam: peace and respect for diversity.” Letters of Inquiry were accepted for 2015 through June 25, 2015. From their website:

2015 Grant Focal Areas: In 2015, EHF will only award new grants addressing the following topics. If an organization’s LOI proposal does not address one of the topics outlined below, it will not be considered. For more explanation of the focal areas, click here.

1. Demonstrating the impact of peace education on youth through careful assessment.

2. Understanding the relationship between peacebuilding, the social neurosciences and experimental psychology.

3. Disseminating information about the shared values of the Abrahamic traditions—Judaism, Christianity and Islam.

Recent grants include support of the Nobel Peace Prize Forum at Augsburg College ($15,000), support of the Interfaith Youth Core ($15,000) and their leadership development programs, and support of the Our Muslim Neighbor initiative of Religions for Peace USA ($30,000).
APPENDIX D

SU&IC PROJECT COST ESTIMATE BY CP&D

(See separate attachment)