

Cultivating Reciprocal Education through Sustainable Exchange  
(CRESE)

Tompkins Cortland Community College

Universidad Federico Henríquez y Carvajal

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Authority to contract for applicant

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## I. Executive Summary

**a. Proposed Goals, Objectives, and Key Activities.** Cultivating Reciprocal Education through Sustainable Exchange (CRESE) endeavors to increase the number of post-secondary graduates in the United States and the Dominican Republic who are prepared with the linguistic, intercultural, and technical skills needed to make an impact in their respective fields. To achieve this goal, Tompkins Cortland Community College (TC3) in Dryden, New York and Universidad Federico Henríquez y Carvajal (UFHEC) in Santo Domingo in the Dominican Republic seek to establish reciprocal educational exchange opportunities for underrepresented students in the fields of Sustainable Farming and Food Systems (SFFS) and Agricultural Engineering (AgEn).

In the pilot year, CRESE (a play on the Spanish word *crece*, meaning “grow”) will develop both virtual and in-person exchange experiences for underrepresented students in TC3’s SFFS program and students in UFHEC’s AgEn program. Two pilot study abroad programs will feature both classroom and experiential learning, and participating students will earn academic credit from their home institutions. An additional goal will be to support the development of a reciprocal model of international exchange founded on a shared 3-credit course, which will become a permanent elective of the SFFS and AgEn programs from the 2022 year onward.

TC3 and UFHEC will collaborate during the pilot year on the following key activities:

1. Developing two study abroad programs: a ten-day program for TC3 students at UFHEC as part of their capstone course in SFFS, and a two-week Intensive English Program for UFHEC students at TC3, both with a focus on holistic exploration of farming and food systems through intercultural experiential learning.
2. Establishing curriculum and gaining approval for a shared 3-credit course (tent. *ENVS 249 Exploration of a Local Food System*) through faculty cross-training, curricular exchange, and institutional processes. (Course will become a permanent elective of the SFFS program at TC3 and the AgEn program at UFHEC, beginning in 2022-2023 academic year)
3. Creating a collaborative virtual module between a TC3 SFFS course and an UFHEC AgEn course for Spring 2022 through faculty participation in TC3’s Virtual International Exchange (VINE) training program (*see section Program Description*) in Fall 2021.
4. Developing curriculum for two-week Intensive English program with a focus on intercultural competency and industry-specific language and usage, supported by experiential learning.

The CRESE program will enhance students’ educational development, workforce training, and exposure to native Spanish/English language in their academic disciplines, while expanding access to study abroad for underrepresented groups. It will also lay the groundwork for a framework of reciprocal educational exchange that will strengthen the sustainability of the programs. Starting from an initial participation of 10 students in the pilot year, the framework will expand to include two study abroad programs with 12 students from UFHEC and 12 from TC3 by 2027, for a sustained total of 24 students. Additionally, this shared investment in the field of sustainable agriculture will allow students from TC3 and UFHEC to learn about the different regional and cultural approaches to sustainable agriculture in their host countries; as they move into their professional careers, this partnership will allow graduates to advocate for sustainable development from a global perspective. CRESE will also contribute indirectly the internationalization of both campuses.

**b. Managerial resources of the applicant.** [REDACTED], the two full-time Coordinators of Global Partnerships & Programs in the Global Initiatives Office, will oversee the implementation and reporting of the grant, with support from the Provost’s Office. They will

work in conjunction with faculty and administrators at both UFHEC and TC3, relying on their expertise for effective administration of the grant.

## **II. Program Description**

In President Biden's recent joint statement on Principles in Support of International Education, he reiterated the need to resolve global challenges through "partnership and collaboration across borders." Our most recent global challenge, the global COVID pandemic, has been a reminder of the importance of strong local food systems that are resilient in the face of distribution breakdowns and price increases. This challenge has highlighted the need to support educational initiatives that create graduates dedicated to strengthening local and global economies through their work with sustainable farming and food systems. The program that Tompkins Cortland Community College (TC3) in Dryden, New York and Universidad Federico Henríquez y Carvajal in Santo Domingo (UFHEC) in the Dominican Republic seek to establish, CRESE, will help underrepresented students in the fields of Sustainable Farming and Food Systems (SFFS) and Agricultural Engineering (AgEn) students build the global perspectives needed to meet these challenges through reciprocal educational exchange opportunities.

Tompkins Cortland Community College (TC3) is one of thirty community colleges in the State University of New York system, serving around 5,000 individuals from nearly all counties in New York State as well as dozens of countries around the world. From its main campus in Dryden, NY, TC3 offers degrees, certificates, and micro-credentials in more than 40 academic programs in various in-demand workforce sectors.

TC3 is known for constantly expanding the boundaries of what is possible for a community college, particularly in the areas of sustainable development and international exchange. In addition to the 10-acre solar array powering campus, the organic-practices TC3 Farm was founded in 2014 as part of an innovative suite of educational offerings at the College including four "Farm to Bistro" degree programs and a culinary center, Coltivare. Located adjacent to the TC3's main campus, the farm supplies fresh produce to Coltivare, campus dining, and other area restaurants as well as operating a CSA. The TC3 Farm also serves as the hands-on laboratory where students in the SFFS program gain experiential learning in sustainable farming practices.

Since the development of its Farm to Bistro programs, TC3 has sought to connect these programs with their international initiatives. TC3 has a robust history of international partnership and commitment to internationalization. The College's boasts a long-standing dual-degree program, five faculty-led study abroad trips, sponsorship of an Academic Exchange Program at Walt Disney World Resort, ongoing work with SUNY Collaborative Online International Learning (COIL), and the creation of its own Virtual International Exchange (VINE) training program.

Universidad Federico Henríquez y Carvajal (UFHEC) is a private university in Santo Domingo, Dominican Republic. From an initial enrollment of 1,143 students in 1991, UFHEC's population has grown to 16,419 students, supported by over 700 faculty members and distributed around 5 campuses all over the country. The university offers 20 careers in health sciences, law, education, business and several engineering fields, including Agricultural Engineering. UFHEC is in the initial stages of developing an on-site farm, which will be the site of experiential learning for their AgEn students. As part of its commitment to a philosophy of service and support for everyone interested in pursuing higher education, UFHEC is one of the most affordable universities in the Dominican Republic. In addition, UFHEC offers scholarships to students in need totaling \$375,000 USD per year. Despite the breadth of talent that comprises the student body at UFHEC, most of its students are from low-income households lacking the

resources to access academic experiences outside the country's borders. Towards that end, UFHEC has sought to give its students more opportunities for academic exposure beyond the country's borders by expanding the institution's international partnerships.

With an eye to TC3's successes and UFHEC's interests in the areas of sustainable agriculture and international exchange, TC3 and UFHEC initiated a partnership. In 2016, a delegation from UFHEC visited TC3, bringing the President of UFHEC and several key administrators to tour the Dryden campus and meet with TC3's leadership team; a General Agreement of Cooperation between the two institutions was signed during that visit. Subsequently, in February 2020, the President, Provost, and key faculty from TC3 travelled to UFHEC to visit their campuses and revisit the partnership that had been previously established. Discussion around further developing the partnership—building out UFHEC's capacity to provide experiential learning for its Agricultural Engineering students and support for international programming and mobility—has been ongoing since then. The process of developing this proposal has further strengthened their commitment, and the program itself will be a major step toward realizing the **following shared goals** of our institutions:

1. Enhance student educational development and workforce training in sustainable farming and food systems in the US and the DR through experiential learning via virtual and in-country exchange.
2. Increase exposure to native Spanish/English language, Dominican/American culture, and industry-specific Spanish/English usage for UFHEC AgEn students and TC3 SFFS students through classroom and experiential learning.
3. Expand access to study abroad for underrepresented SFFS at TC3 and AgEn students at UFHEC through the development of two pilot study abroad experiences in AY2021-2022
4. Develop a shared 3-credit course in the 2021-2022 academic year that will serve as the academic (credit-bearing) foundation for a new reciprocal model of study abroad and will become a permanent elective of the SFFS program at TC3 and the AgEn program at UFHEC, beginning in 2022-2023 academic year.

Virtual and In-Country Exchange Experiences. TC3 and UFHEC will use the grant year to develop and **pilot a virtual exchange and two study abroad programs**. Students will be recruited from UFHEC's AgEn program and TC3's SFFS program. Through these exchanges, students underrepresented in study abroad will increase their intercultural understanding, educational development, and workforce training in sustainable farming and food systems of the US and the DR through experiential and classroom learning. Additionally, the pilot trips support the development of a reciprocal short-term, faculty-led study abroad programs for the 2022-2023 academic year (see *Opportunities for Growth*).

1. Virtual Exchange. During the fall 2021 semester, faculty in the AgEn department at UFHEC and faculty in the SFFS program at TC3 will participate in TC3's Virtual International Exchange (VINE) training program. VINE was developed in 2020 by the Global Initiatives office at TC3. It is a six-week virtual training workshop for TC3 and international faculty, covering the keys to designing and integrating an accessible, equitable, and engaging virtual exchange experience in a course with an international partner. As part this training, TC3 and UFHEC faculty will pair TC3's Food Systems II course on Food Movements and a sophomore level course in the AgEn program at UFHEC, for a shared virtual exchange experience in Spring 2022. Through this virtual exchange, students will increase their intercultural understanding and be introduced to cross-cultural concepts in sustainable

farming and food systems. Some of the UFHEC students in this course will later be recruited to TC3 as part of the study abroad portion of the program.

2. TC3 Study Abroad. In January 2022, faculty and students in the SFFS program will visit UFHEC for a 10-day pilot study abroad trip. This experience will be embedded within the program's fourth semester capstone course (ENVS 285) and will allow students to incorporate experiential learning in cross cultural food systems work. On this trip, students will explore local farms, industries, and cultural sites; observe farming and production practices; and engage with UFHEC students and faculty in and outside the classroom. UFHEC has met in recent months with researchers and technicians from the Dominican Ministry of Agriculture to explore collaborative scientific work. The scope includes supporting AgEn students in the study of holistic food systems and urban farming techniques, the latter of which is a priority of the Mayor of Santo Domingo, Ms. Carolina Mejia. UFHEC is exploring how these efforts can be integrated into the intercultural and experiential learning aspects of the exchange during the grant year and beyond.

The Sustainable Farming and Food Systems Capstone course will run in Fall 2021. A minimum of three students will be selected to participate in the pilot trip to UFHEC during the January J-term (a three-week term between the fall and spring semesters). The students in ENVS 285 will connect virtually with faculty and students in the AgEn program at UFHEC as a means of introduction prior to their January 2022 visit. Students will receive three credits for successful completion of that course and study abroad experience during January 2022.

3. UFHEC Study Abroad. In the pilot year, a minimum of seven UFHEC students in the AgEn program will participate in a short-term study abroad exchange to the United States, gaining exposure to both native English language and culture as well as sustainable farming and food systems through a combination of experiential and classroom learning. In June 2022, students will travel to TC3 for a two-week Intensive English Program. During these two weeks, students will spend a minimum of 18 hours per week engaged in activities both inside and outside the classroom. Outside the classroom, students will experience a vibrant, local food system in action, with hands-on learning at the TC3 farm and visits to the area farms, industries, and universities with which TC3 has strong partnerships. Specifically, Cornell University's Latin American and Caribbean Studies Program (LACS) Post-Secondary Outreach Coordinator will work with TC3 to facilitate guest lectures, facility tours, and other experiential learning opportunities at Cornell for UFHEC students and faculty as part of their exchange. Tours to other sectors of the eastern Finger Lakes Food System will include a compost facility (*Cayuga Compost*), a potting soil company (*Bio365*), food distribution (*Regional Access*) and a food hub (*Headwater*).

Fourth year AgEn students will be recruited and selected for participation based in part on English level, as determined by placement testing. Each participant will earn three college credits at UFHEC for successful completion of the program, fulfilling an English elective requirement in their program.

#### Expanding Access and Representation in Study Abroad.

1. Underrepresented Programs. CRESE would offer global perspectives to students in academic disciplines who do not study abroad in large numbers. While students in STEM fields represent a relatively large percentage of those studying abroad (at 27%), Agriculture students represent the smallest percentage in this area, and one of the smallest of any field of study (at 2.9%), according to the *Open Doors* 2019-2020 report. At TC3, 182 students have participated in study abroad in the last five years: of those, only 3 students from SFFS. More emphasis is placed on the international nature of the sciences, while agriculture is often

assumed to be localized; as a result, there is an opportunity for these students to benefit from cross-cultural exchange. Promoting agriculture as an international science will make it more engaging for students; at a time when the average age of farmers in the U.S. is 58 years old, it's important to highlight the dynamism of the agricultural field, in order to attract a replacement workforce as current farmers retire.

2. Underrepresented Groups. According to the 2019-2020 *Open Doors* report, close to 84% of international students listed personal or family funds as the primary source of funding for studying abroad. The minimum salary in the DR is \$300 USD per month, and 90% of workers earn less than \$860 USD per month, according to the Dominican Social Security Administration. Living expenses for a small family unit, at subsistence level, are \$665 USD per month, more than double the minimum salary. This reality is faced by many students at UFHEC. Similarly, in the United States—community college students are vastly underrepresented in study abroad. While around 37% of all undergraduate students in the United States attend community colleges (according to the Community College Research Center at Colombia University), only 1.9% of undergraduate students studying abroad attend community colleges, according to 2018-2019 *Open Doors* data. According to institutional data, the majority of TC3 students are considered Economically Disadvantaged, receiving some type of federal or state funding. CRESE would be a step in increasing representation in study abroad for both of these groups.

Development of a shared 3-credit course. The exchange activities in the pilot year will result in the development of a shared 3-credit course, which will serve as the academic foundation for a new reciprocal model of study abroad and which will become a permanent elective of the SFFS program at TC3 and the AgEn program at UFHEC, beginning in the 2022-2023 academic year.

Faculty from both institutions are in ongoing discussions about the focus of this course, having identified the workforce need for their students to engage holistic exploration of local farming and food systems through intercultural experiential learning. Through ongoing meetings and site visits (as part of the pilot study abroad programs), faculty at UFHEC and TC3 will engage in cross-training and curricular exchange in the development of a shared course. During the pilot year, ENVIS 249 will undergo approval to become a permanent course in the SFFS and AgEn programs, serving as the credit-bearing foundation for a faculty-led study abroad program at each institution to begin in the 2022-2023 academic year (see *Opportunities for Growth*).

Additionally, faculty and staff at both institutions will seek to involve local government in the development of this course and other aspects of the exchange. Two recent developments in Tompkins County government align closely with some of the goals of the CRESE program. First, the City of Ithaca passed an aggressive Green New Deal with a new Director of Sustainability, Luis Aguirre Torres. A focus of this position is to coordinate with local initiatives supporting sustainability, and TC3 is in initial conversation with the coordinator about ways to collaborate in support of this unique exchange program during and after the grant year. Second, the Strategic Tourism Planning Board of Tompkins County has put in place an implementation plan to capitalize on the Finger Lakes region's unique culinary and agricultural assets with the goal of developing Tompkins County as a regional hub of culinary and "agritourism". TC3's Associate Vice President for College Relations serves on this Board and is exploring how this initiative could bolster the experiential-learning elements of the exchange.

Summary. In the pilot year, a minimum of ten students will participate in credit-bearing study abroad: three Southbound TC3 students and seven Northbound UFHEC students. This will

double to 20 students by 2025 (with ten from each institution) once the reciprocal exchange framework has been established and implemented. Additionally, virtual international exchange via VINE will connect TC3 and UFHEC students in the pilot year and will become a sustained exchange between institutions beyond. All the proposed activities support the Innovation Fund's goal to "enhance institutional capacity, increase student exchanges, and strengthen regional education cooperation throughout the Americas."

### **III. Sustainability Plan**

Need. An international commitment is embedded in TC3's core mission to prepare "students and ourselves for citizenship in a global society." The college's Strategic, Academic, and Diversity plans all reinforce this, each with dedicated bullets stating the importance of the Global Initiatives department and its endeavors. This commitment is demonstrated through innovative partnership-based programs such as the Global Connections and Disney Academic Exchange programs; dedicated support for five faculty-led study abroad programs; and ongoing work with virtual exchange through SUNY COIL and the in-house VINE training program. CRESE will create a reciprocal model of exchange, tying together many of these efforts while creating more accessible exchange opportunities for students.

Currently, UFHEC graduates from the Agricultural Engineering program are employed in the agroindustry sector in the Dominican Republic, from large corporations to smaller cooperative efforts and family farms. Other graduates work in the public sector as inspectors or researchers. The agricultural sector in the country is strengthening its capabilities to not only satisfy the local needs sustainably, but to also increase its exports of value-added products internationally. The need for professionals with language and understanding of sustainable practices is paramount to this initiative. However, in order to move forward, the CRESE program requires Innovation Grant Funding; both TC3 and UFHEC have experienced setbacks as a result of the pandemic, which additional funding would help remedy.

Impact. UFHEC plans to expand its experimental farm in the Moca campus in the Dominican Republic, consisting of 3,000m<sup>2</sup> of laboratory and classroom space and 60,000m<sup>2</sup> of farm development. This expansion will allow students from both institutions to apply their knowledge in sustainable farming practices, sustainable food systems, waste reduction, and food recovery to establish the capabilities.

Building industry relationships through industry visits, guest lectures, and student connections will create long-term networks for students and faculty—locally and internationally—which will shape future curriculum and address industry needs while helping students compete as they seek meaningful employment.

The development of the permanent elective course (ENVS 249) is also a crucial component of this partnership to be offered at both institutions and provide ongoing meaningful reciprocal exchange.

Long-Range Sustainability. CRESE will provide a foundation for relationship-building between TC3 and UFHEC. Intended areas of cooperation between the institutions include shared curriculum; exchange of students, staff, and faculty (virtually and physically); and providing UFHEC students with access to TC3 courses and resources as appropriate. The general goal is to provide opportunities for international exchange for both credit and non-credit purposes (see attached *General Agreement of Cooperation* and *Letters of Support*).

Both institutions have committed to providing partial scholarships for students who wish to study abroad beyond the grant period. These funds include Study Abroad Foundation Scholarships at TC3 (\$10,000 annually) and an UFHEC institutional scholarship (\$15,000 annually). The collaboration in developing this proposal was instrumental in securing UFHEC's establishment of a scholarship fund for a continuous and sustainable study abroad program. To sustain the CRESE program, UFHEC will continue to fund a scholarship under the administration of the Vice President of Science, Technology and Research. Scholarship funds are expected to continue beyond the grant period.

Through the commitment of a faculty fellowship grant awarded by the Latin American and Caribbean Studies Program (LACS) at Cornell University, faculty from TC3 will be supported with up to \$1500 towards air travel during the pilot year. These fellowship grants will continue to be available to support this program after the grant year (see updated *Letter of Support*).

#### **IV. Institutional Capacity, Challenges, & Opportunities for Growth**

Institutional Capacity. TC3 is at the forefront of the movement to bridge equity gaps and increase success rates for underserved populations. This is best evidenced by our role in the initial cohort of SUNY's Guided Pathways Project. We are in the third year of implementing this vital work on our campus; our academic planning processes are built around the four pillars of Guided Pathways. Our level of support for and experience with international exchange is exemplary for a community college. Between the current dual-degree and Academic Exchange programs, TC3 has sponsored thousands of international students in the last twenty years. In 2019, a total of 38 TC3 students participated in the five existing study abroad programs.

TC3 has been consistently recognized for its capacity to support meaningful international exchange opportunities and has hosted several special short-term international student cohorts in the last ten years: from Mexico through Proyecto 100,000; from Brazil through their STEM initiative; from Middle Eastern countries through a US State Department initiative.

TC3 also has substantial experience developing and administering an Intensive English Program. From 2011 to 2016, Global Initiatives ran a five-week IEP designed for faculty and administrators at international partner institutions; additionally, from 2014 to 2016, Global Initiatives ran an eight-week IEP for Dominican university students through the Dominican Ministry of Education. The current Global Coordinator, [REDACTED], alongside ESL Chair [REDACTED], was involved in coordinating and/or teaching for all of the above programs and will bring expertise in developing this component of the CRESE program. [REDACTED] and [REDACTED] will have shared responsibility for program implementation and reporting.

Challenges. The greatest challenge to participation in study abroad for both TC3 and UFHEC students will be financial ability. A focus of TC3's work with Study Abroad has been to expand diversity and inclusion, with much of this initiative tied to supporting and providing scholarship opportunities. TC3 supports approximately \$10,000 annually in scholarships and was recognized as a Gilman Scholarship Program Top Producing Institution for the 2016-2017 academic year. Affordability is still a challenge that the CRESE program hopes to address through a new model of reciprocal exchange (see *Opportunities for Growth*).

UFHEC students have limited English abilities. UFHEC is one of the most affordable private universities in the Dominican Republic, and most enrolled students did not attend the more



expensive bilingual high schools. The English as a Second Language courses at UFHEC are quite limited and instructors are all non-native English speakers (see *Opportunities for Growth*).

Opportunities for Growth. The pilot year will lead to the development of short-term, faculty-led reciprocal exchanges between TC3 and UFHEC. These exchanges would follow the existing faculty-led model at TC3: courses will start during the traditional fall or spring semesters, with travel occurring after the semester ends during a break. For the UFHEC to TC3 program, UFHEC AgEng students will enroll in ENVS 249 at UFHEC in spring, and then travel to TC3 in summer for the study abroad portion. While at TC3, these students will join TC3 students enrolled in ENVS 203 *Summer Farm Internship* for the experiential learning components. UFHEC students will also participate in the Intensive English Program developed in the pilot year, which will support and complement their experiential learning activities in ENVS 249. The TC3 to UFHEC program will be the inverse, with TC3 SFFS students enrolling in ENVS 249 at TC3 in fall and travelling to UFHEC in winter. Both UFHEC and TC3 students will receive credit from their institution upon successful completion of coursework prior to, during, and after the travel portion of the course.

In a departure from the existing study abroad model at TC3, this framework—developed during the pilot year—would include a reciprocal exchange with an international partner school. By receiving and paying for academic credit through their home institution, UFHEC student costs would be lowered. TC3 student costs would be defrayed through in-kind services at UFHEC, including accommodation and ground transportation. The current average cost of TC3’s short-term study abroad trips is ~\$3400, not including tuition and fees. The TC3 to UFHEC trip is estimated to be nearly \$1000 less as a result of in-kind services. With a lower cost point and sustained scholarship commitments from both TC3 and UFHEC, the proposed program will expand study abroad accessibility for students at both UFHEC and TC3, the majority of which are economically disadvantaged.

As described above, a challenge for UFHEC students' ability to study abroad in the US is English level. TC3 and UFHEC are in ongoing conversations about developing an ESL program for UFHEC students, and the Intensive English Program developed as part of CRESE would be the start of this endeavor. A specialized IEP for UFHEC faculty and staff, much like the IEP TC3 ran from 2011-2016, is also under consideration. Expanded ESL offerings at UFHEC would increase the number of UFHEC students able to study in English speaking countries and prepared to enter an English-dominant global workforce.

## **V. Monitoring & Evaluation Plan**

This grant will be monitored, implemented, and reported on by [REDACTED] and [REDACTED], the two Coordinators of Global Partnerships and Programs in Office of Global Initiatives (see attached CVs), in coordination with the Study Abroad Faculty Liaison, Provost’s Office and the Budget & Finance Office. The coordinators currently oversee the inbound dual-degree and Academic Exchange programs, in addition to spearheading all other internationalization activities at TC3. They both report directly to the Provost and Vice President of Academic Affairs, who will ensure that institutional support is available to meet the grant goals (see attached Letter of Support). In addition, they will rely on the expertise of key faculty in the SFFS and ESL programs as required. Project results and activities (see Monitoring & Evaluation Plan, below) will be evaluated by key staff and faculty from TC3 and UFHEC to inform planning for adjustments to the exchanges after the grant year.

## Monitoring and Evaluation Plan

<b>General Goal #1:</b> Enhance student educational development and workforce training in sustainable farming and food systems in the US and the DR through experiential learning via virtual and in-country exchange.			
Specific Objectives	Performance Indicators	Target Goal	Data Source/Tools
Recruit students from Sustainable Farming and Food Systems (SFFS) and Agricultural Engineering (AgEn) programs for in-person academic exchange ( <i>AY 2021-2022</i> )	Students enrolled in programs	10 total students: 3 from TC3 and 7 from UFHEC	Registration records on college Report Server
Students increase intercultural understanding through virtual and in-person exchange ( <i>Spring 2022 semester, ~5 weeks pre-exchange experience to 2 weeks post-experience</i> )	Students participate in virtual exchange course created during VINE Fall 2021 training for Spring 2022 semester implementation; Students participate in pilot study abroad experiences; Students increase Global Learning competencies	75% of participating students increase all six competencies by at least 1 point/level according to Global Learning VALUE Rubric (see <i>Supporting Documents</i> )	Written student reflections; Post virtual exchange student surveys; Pre/post departure surveys; evaluated using Global Learning VALUE Rubric developed by the AAC&U
Students develop workforce skills in agricultural industry ( <i>Jan. 2022, 10 days; June 2022, 2 weeks</i> )	Students pass course/earn 3 credits; Tours and demonstrations; Experiential/Practical Learning at on-campus farm and industries	All enrolled students pass course (3 TC3, 7 UFHEC); Minimum of 15 hours for TC3; Minimum of 20 hours for UFHEC	Comprehensive course grade; Faculty insights; Trip itineraries
Students increase industry-related knowledge ( <i>TC3: Jan. 2022 &amp; Spring 2022 semesters; UFHEC: Spring 2022 &amp; June 2022</i> )	Students pass course/earn 3 credits; Students complete discussions, assignments, and projects using newly acquired knowledge	All enrolled students pass course (3 TC3, 7 UFHEC)	Comprehensive course grade; Individual assignment/project grades
Create and facilitate virtual exchange module ( <i>Creation: Sept.-Oct., 2021</i> <i>Facilitation: Spring 2022 semester</i> )	Fall 2021 faculty at UFHEC and TC3 participate in VINE; Courses selected for virtual exchange; Module created, and student outcomes identified during VINE	15 students in ENVS 111 at TC3; 20 students in course at UFHEC; 2 courses for virtual exchange	VINE trainers, faculty; Submissions during training; Online platform (Weebly)
<b>General Goal #2:</b> Develop a shared 3-credit course in the 2021-2022 academic year that will serve as the academic (credit-bearing) foundation for a new reciprocal model of study abroad and that will become a permanent elective of the Sustainable Farming and Food Systems (SFFS) program at TC3 and the Agricultural Engineering (AgEn) program at UFHEC, beginning in 2022-2023 academic year.			
Specific Objectives	Performance Indicators	Target Goal	Data Source/Tools
Establish curriculum for shared course, tent. <i>ENVS 249</i> ( <i>Ongoing, completed in Fall 2021</i> )	Student Learning Outcomes; Finalized course syllabus; Course mapped to existing program; Regular meetings	One 3-credit course	Faculty from TC3 and UFHEC; Course syllabus
Approval/Integration of ENVS 249 course as a permanent elective in programs at both institutions from AY2022-23 going forward ( <i>AY 2021-2022</i> )	Chair or Academic Director approval for course; Formal approval by the TC3 Curriculum Committee / UFHEC institutional leadership	One 3-credit course	Curriculum Committee meeting minutes; Master Syllabus for ENVS 249; Program curriculum map with course
Faculty engage in curricular exchange and cross-training to support development of shared course ( <i>During site visits, VINE training and regular meetings</i> )	VINE training Fall 2021; Site visits, Spring 2022 and June 2022; Bi-weekly staff/faculty meetings in Fall 2021 semester	One faculty from UFHEC AgEn and one faculty from TC3 SFFS respective programs at each institution	Faculty and staff Progress checks; Pre/post departure surveys for faculty

<b>General Goal #3:</b> Expand access to study abroad for underrepresented Sustainable Farming and Food Systems at TC3 and Agricultural Engineering students at UFHEC through the development of two pilot study abroad experiences in the 2021-2022 academic year.			
Specific Objectives	Performance Indicators	Target Goal	Data Source/Tools
Increase available infrastructure and funding to support UFHEC students' study abroad (AY 2021-2022)	Budget allocations; Staff/faculty commitments; Creation of dedicated scholarship for UFHEC students	\$15,500 USD from UFHEC to support UFHEC study abroad scholarships	Institutional budget; Budget and Finance Department
Send Sustainable Farming and Food Systems students from TC3 abroad to DR (Spring 2022, 2023, 2025)	Students registered for course; Student commitment to study abroad; Submission of application materials	Three cohorts in 5 years with minimum of 8 per trip, for a total of 24; By 2027, sustained target 12 students per trip	Enrollment records; Office of Institutional Research; Pre-departure activities; Application materials
Send Agricultural Engineering students from UFHEC abroad to the US (Summer 2022, 2023, 2025)	Students registered for course; Submission of application materials; Submission of documents for visa application	Three cohorts in 5 years with minimum of 8 per trip, for a total of 24; By 2027, sustained target 12 students per trip	Enrollment records; Pre-departure activities; Application materials; Visa documents
<b>General Goal #4:</b> Increase exposure to native Spanish/English language, Dominican/American culture, and industry-specific Spanish/English usage for UFHEC Agricultural Engineering students and TC3 Sustainable Farming and Food Systems students through classroom and experiential learning.			
Specific Objectives	Performance Indicators	Target Goal	Data Source/Tools
Develop curriculum for Intensive English Program (AY 2021-2022)	Monthly meetings with ESL, SFFS, Continuing Education, and Global Initiatives departments; Determine industry-specific language	Develop curriculum with minimum of 18 contact hours per week (total 36 hours)	ESL, Continuing Education, and Sustainable Farming faculty; Progress checks; Program outline and materials
Coordinate experiential learning components of Intensive English Program (AY 2021-2022)	Itinerary/Schedule of all site visits, guest speakers, and activities linked with learning objectives laid out in curriculum/syllabus	Plan for a minimum 20 hours of experiential learning over two weeks	Curriculum; agreed upon by TC3 and UFHEC staff and faculty; Itinerary
Conduct two-week Intensive English Program (June 2022)	Students attend	One course for 7 UFHEC students (minimum of 36 contact hours)	Instructors, staff, students; Attendance records; post-program student impact survey
Increase intercultural competency for students (~5 weeks before exchange experience (pre-test) to 2 weeks after experience ends (post-test))	VINE collaboration in SP 2022; Virtual introductions in Fall 2021 between SFFS capstone students and AgEn students; Students participate in experiential and classroom activities; Students increase Global Learning competencies	75% of participating students increase all six competencies by at least 1 point/level according to Global Learning VALUE Rubric	Student self-reflection reports pre- and post-experience; evaluated using the Global Learning VALUE Rubric developed by the AAC&U

**Tompkins Cortland Community College**  
Proposed Program Budget for CRESE

Description of Expenses	Value	Quantity	Requested Funds	Cost Share
<b>Personnel</b>				
Study Abroad Liaison	\$6,750.00	25%		\$1,688.00
Coordinator of Global Partnerships & Programs	\$70,458.00	8%		\$5,284.00
Coordinator of Global Partnerships & Programs	\$62,906.00	8%		\$4,718.00
Global Services Specialist	\$57,680.00	5%		\$2,885.00
Faculty Chair of English as a Second Language	\$1050/3 credits	3-credit release		\$3,150.00
ESL Instructor	\$40/hr + 35% fringe	55 hours (40 contact+15 prep)		\$2,970.00
<b>Sub-total Personnel</b>			\$ -	\$20,695.00

<b>Program Costs</b>				
TC3 Faculty/Administrator Travel	\$1500/person	2 people	\$3,000.00	
UFHEC Faculty/Administrator Travel	\$2250/person	2 people	\$4,500.00	
TC3 Student Stipends	\$1500/student	3 students	\$4,500.00	
UFHEC Student Stipends	\$1500/student	7 students	\$10,500.00	
Accommodations at UFHEC	\$500/person	3 students, 2 faculty		\$2,500.00
Ground transportation in DR	\$25/day + \$1/mile + \$5/gallon	15 days + 300 miles + 20 gallons		\$750.00
<b>Sub-total Program Costs</b>			\$22,500.00	\$3,250.00

<b>Other</b>				
Carbon offset for DR-NY travel	<u>Carbon offset calculator</u>	14 roundtrip flights	\$400.00	
<b>Sub-total Other Costs</b>			\$400.00	-

<b>Additional Resources/Support (from outside sources)</b>				
UFHEC Student Support				\$15,500.00
Cornell UISFL Grant	1500			\$1,500.00
<b>Sub-total Additional Resources</b>				\$17,000.00

<b>Indirect Costs</b>			\$2,100.00	\$4,115.00
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<b>Total All Costs</b>	<b>\$25,000.00</b>	<b>\$45,060.00</b>
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<b>Total Combined (100K Grant + Cost-Share)</b>	<b>\$70,060.00</b>
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## **Tompkins Cortland Community College Budget Narrative**

### **Personnel**

Study Abroad Faculty Liaison. The liaison is a faculty member who supports faculty with coordination of related logistical details for their short-term study abroad trip and their marketing and registration activities. For the pilot year, the liaison will dedicate 25% of their time to supporting this project in similar areas. Currently the salary contract is \$6750 per academic year, and 25% (\$1688) will be provided as cost share by TC3.

Coordinators of Global Partnerships and Programs. [REDACTED] and [REDACTED], the two Coordinators in the Global Initiatives office will split responsibility for communication with program grantors/administrators and maintenance of accurate reports of data, as well as monitoring grant budgets and submission of reports as appropriate. They will coordinate with the ESL chair and instructors to develop the two-week Intensive English Program. They will also coordinate inbound student needs including orientation, weekly meetings, and volunteer activities, as well as cultural learning opportunities. [REDACTED] current salary is [REDACTED]. 7.5% of her salary will be provided as cost share to the grant, totaling [REDACTED]. [REDACTED] current salary is [REDACTED]. 7.5% of her salary will be provided as cost share to the grant, totaling [REDACTED].

Global Services Specialist. [REDACTED] will serve as the first point of contact for prospective international students, assisting them through the international application process, advising students on visa requirements, and working with Enrollment Services to admit international students. She will assist with inbound student needs in support of the Coordinators. Her current salary is [REDACTED]0. 5% of her salary will be provided as cost share to the grant, totaling [REDACTED]5.

Chair of English as a Second Language. The ESL Chair, [REDACTED], will guide the development of the two-week Intensive English Program in coordination with the Global Coordinators. She will receive a 3-credit release for her work with this special project (\$1050/credit x 3 credits = \$3150), which will be cost shared by TC3.

ESL Instructor. He/she will provide instruction for the two-week intensive course to be taught in Summer 2022 at TC3. His/her hourly rate is \$40 plus 35% fringe (or \$54/hr). Instructional contracts for Intensive English include both contact and preparation hours. The contact hours will be 40 hours (20 hours x 2 weeks) and prep hours will be 15 hours (7.5 hours x 2 weeks) for a total of \$2,970 to be cost shared by TC3.

### **Program Costs**

Faculty/Administrator Travel. The cost estimates are based on previous travel to/from New York to/from the Dominican Republic (most recently in February 2020). Two TC3 faculty/administrators will travel with students in January to facilitate the pilot study abroad and conduct a site visit (two TC3 faculty/administrators x \$1500/trip = \$3000). Two UFHEC

faculty/administrators will travel with students in June to facilitate the pilot study abroad and conduct a site visit (two UFHEC faculty x \$2250/trip = \$4500).

Item	TC3/Person costs	UFHEC/Person costs
Flight	\$700	\$700
Accommodations	-	\$600
Meals	\$300	\$450
Health Insurance	\$50	\$100
Excursions	\$400	\$400
Phone	\$50	-
<b>Total</b>	<b>\$1500</b>	<b>\$2250</b>

UFHEC Student Stipends. Seven students will each receive \$1500 in financial assistance to help defray the travel expenses of study abroad. (Seven students x \$1500 = \$10,500)

TC3 Student Stipends. Three students will each receive \$1500 in financial assistance to help defray the travel expenses of study abroad. (Three students x \$1500 = \$4,500)

Accommodation at UFHEC. UFHEC will cover the cost of accommodation in their on-campus housing as cost-share. (Three students + two faculty x \$50/night x 10 nights = \$2500)

Ground transportation in DR. The estimate is based on the per diem rate for the driver and vehicle (\$25/day x 15=\$375) plus mileage (\$1/mile x 15 days x 20 miles/day=\$300) and fuel (\$5/gallon x 20 gallons=\$100), for a total of \$750 to be provided as cost share by UFHEC.

Additional Support/Resources. UFHEC will provide \$15,500 in scholarship funds to defray additional costs associated with UFHEC students' travel not covered by grant-funded stipends, including ground transportation (~\$300), visa fees (\$350), accommodations at the TC3 residence halls for two weeks (\$600), a stipend for personal expenses (~\$175), and tuition and fees (~\$640). UFHEC cost share totals around \$2215 per student x 7 students.

### **Other Costs**

Carbon Offset. To offset the carbon emissions of the 14 roundtrip flights between Santo Domingo and New York, a donation will be made using <https://co2.myclimate.org> in the amount of \$400 based on the 12.6 t of CO2 emissions calculated.

### **Indirect Costs**

TC3 uses an indirect cost rate of 10%. Applying this rate to the total direct cost of the program (\$62,145) results in an indirect cost of \$6,215. TC3 requests \$2,100 in grant funds for indirect costs and will cost-share the remaining \$4,115.



July 22, 2021

To Whom It May Concern:

I am pleased to write a letter of support for the grant proposal supporting the partnership between Tompkins Cortland Community College and Universidad Federico Henríquez y Carvajal (UFHEC). The 100,000 Strong in the America's Innovation Fund is an ideal grant to facilitate our expanding partnership with UFHEC. I visited UFHEC in February 2020 and was impressed by UFHEC's students, faculty, facilities, programs, and leadership.

The grant proposal aligns well with TC3's Strategic and Academic Plans, as both include the Global Initiatives department as a key area of development. Additionally, the College recently revised its Institutional Learning Outcomes to include one focused on sustainability, and the proposed program would be a meaningful contribution in this area. Finally, I appreciate the proposal's focus increasing study abroad accessibility for underserved and underrepresented student populations, as this aligns with the College's mission to support the success of all students and prepare them for citizenship in a global society,

This proposal has the full support of the President's Office and the Provost has been directed to develop and support this project and the continued partnership with UFHEC.

Sincerely,

A solid black rectangular box used to redact the signature of the President.

President

A solid black horizontal line used to redact information at the bottom of the page.



May 1, 2021

To Whom it May Concern:

I am pleased to write a letter of support for the grant proposal supporting the partnership between Tompkins Cortland Community College and Universidad Federico Henríquez y Carvajal (UFHEC). The 100,000 Strong in the America's Innovation Fund is an ideal grant to facilitate our expanding partnership with UFHEC. I visited UFHEC – along with our College President and multiple faculty members – in February of 2020. We were eager to build on our existing relationships, especially in the field of sustainable farming. We left with plans of working on study abroad and curriculum sharing as a foundation that could lead towards more partnerships in other disciplines. Sadly, the world-wide pandemic halted our efforts greatly as international student mobility ground to a halt. This grant provides the ideal way for us to reinvigorate and expand upon our plans and partnership with UFHEC.

In so many ways I believe we are ideal candidates for this grant. We are not creating a program/partnership to appease the needs of this grant. We have sought out the grant to augment that which already exists, because it is in line with your goals in creating the fund. Furthermore, we have ample experience in working with international students, especially in the Dominican Republic. Finally, please know that this grant and our partnership with UFHEC has the full and unencumbered support of the Provost's Office.

Best Wishes,

[Redacted Signature]

Provost and Vice President of Academic Affairs

[Redacted Line]





*Santo Domingo, DR*

*United States of America*

*Letter of alliance support between Tompkins Cortland Community College (TC3) and Federico Henríquez y Carvajal University (UFHEC)*

*Distinguished:*

*We hereby express our full support and commitment to the grant proposal that supports the partnership between Tompkins Cortland Community College (TC3) and Federico Henríquez y Carvajal University (UFHEC).*

*The 100,000 innovation program grant from the United States Innovation Fund is ideal for expanding academic exchange relationships between the countries of the United States of America and the Dominican Republic, through TC3 and UFHEC.*

*TC3 and UFHEC have signed an academic and scientific exchange agreement, which is strengthened through this project, for the benefit of students from both countries.*

*We appreciate your attention to our letter of recommendation.*

*Sincerely,*

*Vicerrector*

DCMN  
cdr



**MINISTERIO DE EDUCACIÓN SUPERIOR, CIENCIA Y TECNOLOGÍA-MESCYT**

23 de julio del 2021  
Santo Domingo, República Dominicana

**Señores**

**Fondo de Innovación 100,000 Strong in the Americas (100K Program)**  
Estados Unidos de América

**Subject**

**Letter of support for alliance between Tompkins Cortland Community College (TC3)  
and Federico Henríquez y Carvajal University (UFHEC)**

*Distinguished:*

*We hereby express our full support and commitment to the grant proposal that supports the partnership between Tompkins Cortland Community College (TC3) and Federico Henríquez y Carvajal University (UFHEC).*

*The 100,000 innovation program grant from the United States Innovation Fund is ideal for expanding academic exchange relationships between the countries of the United States of America and the Dominican Republic, through TC3 and UFHEC.*

*TC3 and UFHEC have signed an academic and scientific exchange agreement, which is strengthened through this project, for the benefit of students from both countries.*

*We appreciate your attention to our letter of recommendation.*

*Very truly yours,*

[Redacted signature block]



Cornell University

Latin American and Caribbean  
Studies Program

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

September 27, 2021

100 K Strong in Americas Innovation Fund  
Agro America and Partners of the Americas Foundation

To Whom It May Concern:

On behalf of the Cornell University Latin American and Caribbean Studies Program (LACS), I am writing to express strong support for the proposal submitted by Tompkins Cortland Community College (TC3) to support the further development of its partnership with the Universidad Federico Henríquez y Carvajal (UFHEC). The 10,000 Strong in the America's Innovation Fund looks like an ideal grant to facilitate TC3's expanding partnership with UFHEC.

LACS is strongly committed to supporting collaboration with our U.S. Department of Education Undergraduate International Studies and Foreign Language (UISFL) grant partner institutions, including TC3.

As part of this grant and in support of TC3, if they receive the 100k Strong in the America's grant, we will be offering to pay air tickets up to a total of \$1,500 (as a UISFL grant Faculty Curriculum Development Fellowship in support of travel to Latin America or the Caribbean). This will allow a TC3 faculty to go to UFHEC as part of the development of the relationship between the two institutions and will support the internationalizing of the TC3 curriculum by further developing this exchange. This fellowship will also benefit TC3 students by allowing them to learn more about the Dominican Republic (DR) from this faculty member who will gain on-the-ground experience by visiting the DR.

In addition, we will assist in any way we can through our LACS Post-Secondary Outreach Coordinator, to facilitate visits to facilities and with faculty at Cornell University in areas identified by TC3 and UFHEC that will be useful for visiting UFHEC faculty or students as part of the project's exchange between the two institutions.

LACS will have additional fellowship opportunities available for other TC3 faculty to apply for through our post-secondary outreach programming over the coming years.

As part of the TC3-Cornell partnership, we will continue to provide students with opportunities to learn more about Latin America and the Caribbean. In fact, at Cornell we are expanding our programming in the Caribbean, and we look forward to opportunities to share speakers who may wish to speak to our two campuses about the Dominican Republic. If TC3 is a recipient of this grant it will provide new support and make an integral contribution to TC3's curriculum in the years ahead.

Yours sincerely,

██████████  
Director, Latin American and Caribbean Studies Program ██████████  
Associate Professor of History ██████████

July 26, 2021

**To whom it may concern**  
***100,000 Strong in the Americas Innovation Fund***

Reference:

**Support for the Alliance for Academic and Scientific Cooperation between Tompkins Cortland Community College (TC3) and Federico Henriquez y Carvajal University (UFHEC)**

I am pleased to express our support for the *100,000 Strong in the Americas Innovation Fund* proposal with funds that support the partnership between Tompkins Cortland Community College (TC3) and Federico Henriquez y Carvajal University (UFHEC). I understand that the objective of this grant is to strengthen student and faculty mobility in the areas of sustainable agriculture and local food systems in the United States and the Dominican Republic.

Our business, Macadamia La Loma, founded in 2004, has a focus on bulk and finished products based on agricultural and environmental sustainability, with close cooperation with local farmers dedicated to macadarnia harvesting.

Our mission and vision are in accordance with the principles of local and sustainable food production that the *100,000 Strong in the Americas* funds pose. It is for this reason that we support the cooperation proposal between UFHEC and TC3 towards academic and scientific strengthening in agronomic sciences through faculty and student mobility between both institutions.

Sincerely,

Presidente  
Macadamia La Loma



\_\_\_\_\_

\_\_\_\_\_



July 26, 2021

Señores

Innovation Fund 100,000 Strong in the Americas (100K Program)

Matter: Letter of support Alliance between Tompkins Cortland Community College (TC3) and Federico Henriquez y Carvajal University (UFHEC)

Distinguished:

We hereby express our full support and commitment to the grant proposal that supports the partnership between Tompkins Cortland Community College (TC3) and Federico Henriquez y Carvajal University (UFHEC).

This 100,000 innovation program grant from the United States Innovation Fund is ideal for expanding academic exchange relations between both countries, the United States of America and the Dominican Republic, through TC3 and UFHEC.

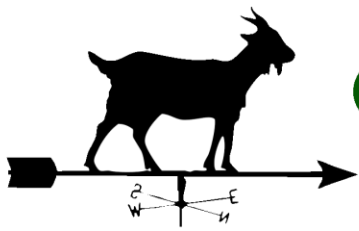
TC3 and UFHEC have signed an academic and scientific exchange agreement, which is strengthened through this project and for the benefit of both countries.

We appreciate your attention to our letter of recommendation.

Sincerely,

President





# GROUNDWELL

Center for Local Food & Farming

July 19, 2021

## Letter of Support

To Whom It May Concern:

I am pleased to write a letter of support for the grant proposal to the 100,000 Strong in the America's Innovation Fund for the partnership between Tompkins Cortland Community College and Universidad Federico Henríquez y Carvajal (UFHEC).

Groundswell Center for Local Food and Farming in Ithaca, New York, is a proud project partner of the Sustainable Farming and Food Systems Program at Tompkins Cortland Community College. We have collaborated on educational opportunities, community events, and the via the Farm to Bistro Program. Groundswell is a leader in the regional food system, working at the intersection of social justice and environmentalism. We empower aspiring farmers with skills they need to create successful businesses and livelihoods, and advocate for food systems change. We are an active part of the vibrant local food economy in New York State. We look forward to welcoming students and faculty from the Dominican Republic to visit us and partnering farms in the summer to explore our local food system, while building cross-cultural networks.

Given our past partnership with Tompkins Cortland Community College, we are confident that this project will be successful in creating meaningful opportunities for students and faculty.

Sincerely,

[Redacted signature block]



**Main Street Farms**  
3320 State Route 215  
Cortland, NY 13045  
info@mainstreetfarms.com  
(607) 218-2101

July 19, 2021

To Whom It May Concern:

I am pleased to write a letter of support for the grant proposal supporting the partnership between Tompkins Cortland Community College (TC3) and Universidad Federico Henríquez y Carvajal (UFHEC). The 100,000 Strong in the America's Innovation Fund is an ideal grant to facilitate their expanding partnership with UFHEC.

Main Street Farms has worked closely with the TC3 Farm for many years. We first met Todd McLane, the Farm Director at the TC3 Farm, back in 2011 when we were students in the Beginning Farmer Training Program at the Groundswell Center for Local Food and Farming in Ithaca, NY. Todd taught many workshops and was one of the mentor farmers in that program, but more importantly, he became a personal mentor to myself and my partner ~~XXXXXXX~~, as we were building our new business.

Over the last 10 years, we continued to share knowledge, resources, and learning between our farms. Each year, not only do we continue to send our employees to tour the TC3 Farm, but Todd brings his students to our growing farm for a tour and often some service learning.

We at Main Street Farms strongly believe that TC3 is an ideal candidate for this grant. With their Farm-To-Bistro program, they are perfectly positioned in the Finger Lakes to share with their partner just how the local food system works within the region. We fully support this endeavor and can say with confidence that they are in a great position to carry out this intent to collaborate with UFHEC.

Feel free to contact us if you would like to discuss this further.

Cheers,

  
Main Street Farms Co-Owner