



International Travel Proposal

Name: Dr. Dixil L. Rodriguez

Division: Communications and Humanities

Destination: South Sudan

Start Date: February 16, 2014

End Date: February 21, 2014

Total Projected Costs: \$ 0

Amount Requested from the Council on Excellence: \$ 0

Amount Requested from Departmental Budget: \$ 0

Complete ALL sections for Travel*

- **Conference Title, Institution, Business, or Person(s) to be visited:**

"International Development Program Sudan Project 2014"

Institutions involved include the National Institute of Health, World Vision, United Nations, and the International Development Program.

Places to visit: 1) ADRA Orphanage; 2) World Vision School(s); and, 3) UN and NIH site for new clinics.

(Please view attached letters for formal invitation and details on responsibilities for all visits)

- **Explanation of how the travel contributes to the College District's Strategic Goals:**

The main contribution of this travel is to bring cultural awareness and action into the classroom by exploring the intricacies of local and global learning communities that are immersed in social and political power structures that affect education. Students will work through cultural readings, research, and engage in writing that explore the complexities of race, culture, politics, religion, and poverty locally and globally.

My travel and presentations enhance the college's presence in the international community and cultivates relationships with organizations that may assist our students

in service and involvement projects in the future. My teaching goals are outlined below, and are contingent upon approval for travel.

Students enrolling in my 2014 semester courses will participate in service learning projects. These projects will engage students in education that introduces intercultural and intracultural communities and students will participate in dialogic conversations that ultimately prepare them for societal and humanitarian career/workforce opportunities. For example, in English 1301 students will work on composition and rhetoric projects that open a dialogue on civic service. The South Sudan project will serve as a rubric for exploratory and persuasive writing for the service learning project. The South Sudan project will also serve as a taxonomy template for objectives, delivery, and assessment in the assigned "Community Service Learning Project" students will participate in. Currently, in our local Plano district, there are over twenty non-governmental organizations that need volunteers to write and prepare literature introducing the organizations' mission and purpose. English 1301 students will research diverse cultural communities in the Plano area and work with the organizations to write copy and assist them in organizing and delivering service to the community. For example, there is a literacy project ten miles from the Spring Creek Campus where volunteers are needed. There are no pamphlets, brochures, or basic public relations literature that explains the mission or purpose of this community project. The students can assist in the writing and teaching process. The writing needed by our local non-governmental organizations meets Collin College's guidelines and requirements for Composition I. As part of the intercultural dialogue, guest speakers from local community service and humanitarian organizations will be invited to speak in our classroom.

In English 1302, students will engage in diverse argument and persuasion techniques, exploring rhetoric of service, involvement, politics, dignity and respect. A specific reader "Cultural Communities" will be used to immerse students in first person experience narratives that address international community issues. The English 1302 is slated to work as a collaborative *Learning Communities* in Fall 2014. Students will prepare a portfolio examining their current and future contributions to local community projects and their engagement at Collin College to integrate service across the disciplines. For the English 1302 students, the persuasive and reflective writing used in two disciplines meets the Collin College guidelines and requirements for Composition II.

Technical writing course students will focus on preparing feasible proposals for proactive change in their community, engaging organizations such as food banks, homeless shelters, and demonstrating academic excellence by having their proposals accepted and implemented. I will create a *Learning Communities* project for the technical writing class where they can work on technology (web pages or blogs) for the organizations they choose to work with.

When I travel abroad, I invite (and require) my students to be part of the experience by posting a private blog where they can read and see pictures of the on-going work of the non-governmental groups I am working with. I engage students in ethical questions we are working on abroad. For example, during my visit to Kenya for a project involving acquisition of pipe lines to distribute water to eighty communities off the water supply pipeline of Kenya, the UN discovered we could only service sixty communities due to a calculation issue in pipe purchase. In our briefing the questions were posed: Which of the communities do we supply with water? In this project I was responsible for all the government grant writing and I posed the questions to my students in the blog. Students were required to weigh in on the ethics of the decision, the persuasion techniques required to deliver bad news to the communities expecting water that now would receive none. Engaging students in the complexities of writing, ethics, service and involvement, as well as integrity in our profession is an important part of my travels abroad and pedagogical purpose. Posting a blog where students are required to participate in a dialogue of resolution is crucial for students to engage in dialogue and know of the difficult decisions, ethical decisions, and ultimately the outcome and merging of academics, service and involvement, learning, dignity and respect. These are some examples of how my travel will contribute to the College District's Strategic Goals and engage students in actively participating in Collin Core Values.

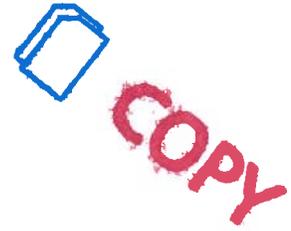
• **Role the employee shall play:**

- | | |
|--|---|
| <input checked="" type="checkbox"/> Keynote Speaker | <input checked="" type="checkbox"/> Training |
| <input checked="" type="checkbox"/> Conference Presenter | <input checked="" type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Session Facilitator | <input type="checkbox"/> Other |

Conditional on approval, I will serve as the key note speaker for the *Initiation Dinner* sponsored by World Vision. The focus of my speech would include concepts of inclusion, cultural awareness, cultural communication for the benefit of society, education, and dialogues about race and encouraging graduate students and executives with non-governmental humanitarian agencies to explore identity and race issues in a positive manner to better service their communities. Aside from the keynote engagement with World Vision, I would be responsible for training conferences for the International Development Program (IDP) students attending the South Sudan Project. The IDP students are master's level students, all involved in non-governmental humanitarian work. The groups attending include: UN, World Vision, ADRA, and NIH. The graduate students will remain in South Sudan for four weeks in training. Courses and workshops I would facilitate are: Rhetoric: Persuasion in Communication Processes; Intercultural and Intracultural Communication; Small Group Communication; Communication for Development Projects;



World Vision



December 3, 2012

Dr. Rodriguez
4608 Merlot Drive
Argyle, TX 76226

Dear Dr. Rodriguez:

It was a sincere pleasure speaking with you this morning. We look forward to working with you in our South Sudan Project. As promised, I have outlined a brief audience analysis for you to assist with your speaking engagement and project site visit. Ms. Dawn Dulhunty would like me to briefly describe the following projects: 1) ADRA Orphanage; 2) World Vision School(s); and, 3) UN and NIH cite for new clinics. As always, the location of these sites will remain classified until you begin your travel.

ADRA Orphanage: the orphanage serves as a home and school for children ages 5-12. The books, school supplies, furnishings, all have arrived. The management team will attend the communication courses you teach so that they can best learn to work with other cultures within the orphan population. We would like you to speak to the children about education and the importance of continuing their education. We would also invite you to spend an afternoon with us meeting the teachers and offering any advice on course material.

World Vision School(s): This may be a challenge. The World Vision School students range from ages 13-17. These are not typical students but rather young children that had to abandon the streets. The school provides them with vocational jobs, simple tasks they can earn a living. These students are victims of bullying, racism, and physical abuse. The topic of conversation that these students want to explore is how other schools, other countries deal with racism and bullying. It will be interesting to you to learn that racism has defined the lives of these students. I do not know if it is possible for you to share anything from your teaching experience. I realize the age group seems rather young (13+), but let me assure you these students are truly adults already. Inviting a conversation on these topics would be great for your afternoon time with them. The students also are very interesting in writing. Most of them have amazing stories of survival. Dawn mentioned a short workshop on creative writing is possible. It would be nice if our students could collaborate on such discussion and autobiographical creative writing that would explore their identity development. The Republic of South Sudan is truly invested in creating identities that omit race and gender bias. This is a lofty goal. Right now we have five schools and 123 students.

UN and NIH Clinics: The staff that will comprise the clinic will attend your communication courses. It is our hope that tolerance among diverse cultures will be focused on your lectures. Clinics often turn away people due to cast system, race, and gender.

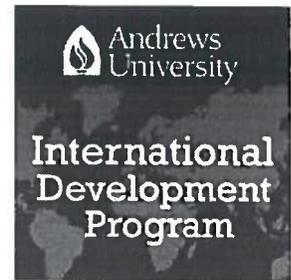
Dr. Rodriguez, you are our keynote speaker for the first dinner we all have together. I cannot imagine how tired you will be from your travels, but I am delighted you will be at the dinner and be our guest of honor. The focus of your speech should include concepts of inclusion, cultural awareness, cultural communication for the benefit of society, education, and dialogues about race and encouraging students to explore identity and race issues in a positive manner to better service their communities.

I look forward to meeting you in person. Thank you for your support in this program.

Warm Regards,

Irene Mzugda, Director
World Vision Education Programs
e-signature: WV90888117xxxx

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October 25, 2012

Dear Dr. Rodriguez:

Greetings from Germany! I hope you and Alan are doing well. The Italy Project this past summer was a success, Dixil, and we have three viable international projects in the works. I look forward to talking with you via SKYPE this weekend.

I am passing along information regarding the South Sudan Project, 2014. You will receive a letter from our liaison with World Vision regarding your speaking engagement in February 2014. You will also receive a formal letter from my office with a finalized itinerary. Let me update you on our project status and our teaching needs:

- Aside from your speaking engagements with World Vision, we have 55 International Development Program (IDP) students attending the South Sudan Project. The IDP students are master's level students, all involved in non-governmental humanitarian workers. The groups attending belong to: UN, World Vision, ADRA, and NIH. This is similar to the group we had in Italy. The students will remain in South Sudan for four weeks in training. We are looking to you for instruction of the following courses:

Rhetoric: Persuasion in Communication Processes

Intercultural and Intracultural Communication

Small Group Communication

Communication for Development Projects

Crisis Communication and Conflict Resolution

Gender Communication

Ethics in Communication Processes

Grant Writing and Formal Proposals

I know there is no way that our students can gather all the information necessary in these topics in just a week.

Therefore, I will appreciate a bibliography for required texts and recommended texts so that we may provide these to all our students. We want to provide additional copies to all the libraries participating in our project.

- Our office will provide you with three teaching assistants to run any lab or workshop requirements you may find necessary for students. One of the teaching assistants will be responsible for all technical requirements for the online course shell you have created for us. I will send you all names and information so you may contact these individuals as your convenience.
- There are three on-going projects to visit in South Sudan: 1) ADRA Orphanage; 2) World Vision School(s); and, 3) UN and NIH cite for new clinics. As always, the location of these sites will remain classified until you begin your travel.
- Travel Arrangements are approved and in process through MTS Travel. We will retain an open ticket for you. This is a standard practice for us and helps us avoid any problematic traveling routes. As soon as our travel point contacts are established, we will provide those for you.
- The stipend for South Sudan is \$1,500. We will cover all your costs for travel, lodging, food, and commute between sites. On January 2014, I will ask you to please submit your "Stipend Donation" paperwork so that we may plan ahead on delivery of funds to your school of choice.

Dixil, I have not covered all the details of your travel. I will send you the traveling, teaching, and project portfolio by January 1, 2014. You may share this with your family and employer. Please e-mail me if you have any questions. I look forward to working with you again.

Dawn Dulhunty, Director, IDP
e-signature: IDP45911xxx

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