Valdosta State University

Quality Enhancement Plan (QEP)

Undergraduate Engagement in Discipline-Based Inquiry Program

Investigating Social Inequalities of Hispanic Immigrants through the U.S. – Mexico Borderland Experience

Project Coordinator
Dr. Tracy Woodard-Meyers, Director, Women’s and Gender Studies

Other Faculty Participants
Dr. Shani Gray, Associate Professor, Criminal Justice
Dr. Brenda Risch, Assistant Professor, Women’s Studies at The University of Texas at El Paso
Dr. Kathryn Schmidt, Assistant Professor, Sociology
ABSTRACT

Investigating Social Inequalities of Hispanic Immigrants through the U.S. – Mexico Borderland Experience

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Selection of QEP Goals
This project satisfies goals:
Goal 1: Students will develop knowledge of discipline-specific inquiry skills.
Goal 2: Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem.
Goal 3: Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum

The U.S. - Mexico Borderland Experience (BE) is an interdisciplinary, experiential research program for undergraduate students. The El Paso—Ciudad Juarez border region was chosen for this program because it is the largest border community in the world (736,000 residents in El Paso; 1.5 million residents in Ciudad Juarez; 2005 Census) with a long standing bilingual and bi-national culture. They will spend approximately three weeks in the El Paso region. By partnering VSU students with students from The University of Texas at El Paso (UTEP), the Borderland Experience immerses VSU students in the border culture and realities of the diverse Hispanic people that live and work in the region both people in need and their student peers. The students will engage in qualitative research with peers and regional agencies that address the social problems of the area (meets QEP goal #2).

The Borderland Experience will involve students in discipline based inquiry to analyze how the social construction of race, ethnicity, class, and gender affect Hispanics residing in this region (meets QEP goals #1 and #2). In addition, students will analyze how globalization created by the North American Free Trade Agreement impact’s El Paso’s Hispanic population (meets QEP goals #1 and #2). During the Borderland Experience students will investigate how the following issues affect people, especially those of Hispanic descent, in the Borderland region:

- How social barriers created by gender, race, ethnicity, class, and nationality status (documented verses undocumented) affect people
- How globalization impacts migration, immigration, poverty, and oppression
- How oppression affects intimate partner violence
- How diverse communities are organizing to meet needs and create positive social change to end oppression *(all of the above meets QEP goals #1 and #2)

After returning to Georgia from the Borderland Experience, students will conduct similar qualitative research with Hispanic migrant farm workers in Echols County, Georgia (meets QEP goals #1 and 2). Students will observe local organizations and agencies that serve the needs of the Hispanic population in the area. Through their observations, students will interview the staff working at the agencies and their clients. Students will demonstrate their knowledge and skills by working with faculty to conduct a comparative analysis of the two areas and to prepare their findings for publication and presentations.
Proposed Project Narrative

What Is The Borderland Experience?
The U.S.-Mexico Borderland Experience (BE) is an interdisciplinary, experiential research program for undergraduate students that was developed by Valdosta State University professors Tracy Woodard-Meyers, Kathryn Schmidt, and Sha Gray with Brenda Risch, Director of the Women’s Studies program and Assistant Professor of Women’s Studies at UTEP. The program takes place on the El Paso, Texas—Ciudad Juarez, Mexico border during Valdosta State University’s Summer Session I semester (May). Fifteen or more students will be able to participate in the program and register for a three credit hour Qualitative Field Research course (WGST 4600). Required research methods training workshops will be given during Spring semester, but there are no prerequisites for the Borderland Experience. Students will spend approximately three weeks in the El Paso region.

The program was born out of concern, by the professors listed above, about the lack of field research experience (particularly involving the study of another culture) that is afforded to undergraduate students at Valdosta State University. We decided on a borderland experience because it is a region where multiple factors (social, political, economic, cultural, environmental) come into play (Staudt & Coronado, 2002). It is a place where some of the poorest families in both countries reside (Marquez & Romo, 2008). It is worth investigating for its own intrinsic value, but perhaps more importantly, because we can learn much by seeing the border as a microcosm of today’s globalized economy. The research will raise awareness about the issues facing persons living on the border such as immigration, economic development, human rights, and social justice. It will also educate North Americans about our role and responsibilities in today’s globalized world.

The El Paso—Ciudad Juarez border region was chosen for this program because it is the largest border community in the world (736,000 residents in El Paso; 1.5 million residents in Ciudad Juarez; 2005 Census) with a long standing bilingual and bi-national culture. Eighty percent (n=588,800) of El Paso’s population consists of Hispanics, approximately 184,000 of whom are foreign born (Staudt & Coronado, 2002). It is a place where residents work in the U.S. and Mexico, with frequent crossings, and where they are confronted by multiple challenges presented by transnational and immigrant labor (Marquez, & Romo, 2008). It is well known for its history of social struggle and innovative grassroots organizations. It is also a region where multiple social forces converge—immigration, border crossings, economic development, poverty, globalization, human rights, intimate partner violence and social justice—and come into play (See Table 1).

Our partner school, The University of Texas at El Paso (UTEP), is also a SACS-accredited school which seeks to support undergraduate research. By partnering VSU students with UTEP students, the Borderland Experience immerses VSU students in the border culture and realities of the diverse Hispanic people that live and work in the region both people in need and their student peers. VSU and UTEP students will engage in qualitative research about each other’s communities and will conduct research at agencies that address the area’s social problems (meets QEP goal #2). The agencies and organizations in which students will conduct their research consist of a variety of non-profit programs that serve the needs of the borderland population (See Table 2). During the Borderland Experience students will live in residence halls at the University of Texas at El Paso (UTEP) where they will live and work with UTEP students on joint research projects.

Students will engage in activities to raise awareness about the issues facing the border communities, such as immigration, economic development, human rights, and social justice. They will visit area facilities such as family violence shelters, refugee legal aid societies, workers’ rights organizations, women’s employment cooperatives, children’s afterschool programs, and others. A typical day may include interviewing US Border Patrol personnel, interviewing (and listening to the stories) of Mexican migrants and refugees, and interviewing human rights activists. This will offer students the chance to conduct qualitative research as a group and to work on more individually focused projects. Students from VSU and UTEP will also collaborate by interviewing each other and developing case studies of their respective communities.

The Borderland Experience will involve students in discipline based inquiry to analyze how the social construction of race, ethnicity, class, and gender affect Hispanics residing in this region (meets QEP goals #1 and #2). In addition,
students will analyze how globalization created by the North American Free Trade Agreement impact’s El Paso’s Hispanic population (meets QEP goals #1 and #2). During the Borderland Experience students will investigate how the following issues affect people, especially those of Hispanic descent, in the Borderland region:

- How social barriers created by gender, race, ethnicity, class, and nationality status (documented versus undocumented) affect people
- How globalization impacts migration, immigration, poverty, and oppression
- How oppression affects intimate partner violence
- How diverse communities are organizing to meet needs and create positive social change to end oppression *(all of the above meets QEP goals #1 and #2)*

After returning to Georgia from the Borderland Experience, students will conduct similar qualitative research with Hispanic migrant farm workers in Echols County, Georgia (meets QEP goals #1 and 2). Echols County was chosen because it is home to a number of farms who employ Mexican migrants and has a 27% Hispanic population rate (compared to a 7.8% for the state of Georgia). During the month of June, students will conduct research at local organizations and agencies that serve the needs of the Hispanic population in the area (See Table 2). Students will interview the staff members and their clients. Students will demonstrate their knowledge and skills by working with faculty to conduct a comparative analysis of the two areas and to prepare their findings for publication and presentations.

What is Missing from Undergraduate Education in Women’s and Gender Studies?

The Women’s and Gender Studies minor does not require or offer research method courses. Since our program only offers a minor, we have students who are majoring in a variety of programs across the campus. In looking at the VSU catalog, it appears that a number of programs which our students major in do offer research methods courses but they appear to concentrate on quantitative research designs and very little time, if any, is spent discussing qualitative research. The Anthropology program offers students the opportunity to study in Belize where they conduct field research but students must have the money to pay for a study abroad program. Women’s and Gender Studies has a long history of both using research to support feminist goals such as ending domestic violence and also critiquing traditional research paradigms which do not reflect the experiences of women or marginalized groups.

Qualitative research experience is very important to applied social scientists and needs to be a part of their programs. A number of social science researchers have come to believe that quantitative designs limit inquiries in the applied social science field and argue that a more flexible approach, such as qualitative methods, are more useful for practitioners (Glicken, 2003). We believe our students need to be knowledgeable in both quantitative and qualitative research methods. We also believe it is best for students to have experience in conducting research and not just “learning about it” in a classroom. This project will require students not only to “learn” how to conduct qualitative research but to actually apply their newly gained knowledge and skills through a research project. This will involve students collecting their own data which will help students to be more marketable when they graduate and are competing for jobs in the field.

We also believe that the Women’s and Gender Studies program does a fantastic job in educating students about race, class, and gender issues but would like to see more emphasis on the Hispanic culture since we live in a region where we have a growing Hispanic population. The majority of our students remain in south Georgia after they graduate and secure jobs in the area. It would be extremely beneficial to them to understand the Hispanic culture and this program accomplishes that by immersing them in the Borderland Experience and the Echols county experience. By comparing the experiences of Hispanic people in both regions, students will be able to better understand the opportunities, challenges, and barriers that residents encounter when living in a minority Hispanic culture as compared to living in a majority Hispanic culture. This project will also affect Women’s Studies students and our colleagues in Texas since they will likewise learn about southern Georgia from VSU students.
**Education and Training: Qualitative Methodology**

Students who enroll in the Borderland Experience (BE) will be required to participate in qualitative research methods workshops which will be developed and implemented by the BE professors (meets QEP goal #1). The workshops will be conducted in spring semester prior to the summer BE. The workshops will focus on teaching students the basic qualitative research rules, participant-observer research design, how to conduct ethnographic interviews, and how to create case studies. Photo essays will also be introduced as students will document their research experiences through digital photographs. During the time in El Paso, students will receive further training in combining photos, narrative, and analysis into photo essays. We will include cultural competence and ethical practices in each workshop. Feminist ethics of ethnographic research will also be emphasized. Demonstrating the skills from this training will be required of all students who participate in the Borderland Experience.

Qualitative methodology focuses on understanding a holistic view of a situation from the perspective of those who live in that situation. Case studies combine multiple forms of evidence to describe a location or problem. Photo essays combine images and words to interpret an experience with attention to the power balances between the researcher and those being observed. Participant observation and ethnographic interviewing combine focused observations with questions to investigate a situation such as the workings of a family violence shelter in a multi-ethnic community.

For this project, we will be guided by a grounded theory approach (Glaser and Strauss 1967) and multicultural feminist theory. Both emphasize that researchers develop their questions and analysis from their observations and are participant-focused. They use primarily inductive reasoning to develop explanations of observed data. Multicultural feminist theory encourages researchers to ask how gender, sexuality, race, ethnicity, class, and nationality inform social processes (Collins, 2004). Data gathering and analysis from these perspectives often include qualitative investigations such as the Borderland Experience and Echols County follow-up.

Our primary research foci are understanding each region (the Borderland and South Georgia) individually and comparatively in terms of:

- How social barriers created by gender, race, ethnicity, class, and nationality status (documented verses undocumented) affect people
- How globalization impacts migration, immigration, poverty, and oppression
- How oppression affects intimate partner violence
- How diverse communities are organizing to meet needs and create positive social change to end oppression

We will evaluate students’ grasp of this material by assessing their completion of portfolios that will include: photo essays, interviews of student peers, case studies, and experiential journals of their experiences. Students will also be assessed during their formal and informal presentations to classmates and faculty throughout the Borderland Experience. The students’ best work will be used as a workbook for future Borderland Experience trips and for other courses. The material may be useful to other women’s and gender studies, criminal justice, and sociology courses.

Students and faculty will also submit research papers to conferences. Students will be both single and joint authors of these papers and will work on presentations with faculty. Proposals to present the research findings will be submitted to local, regional, and national conferences –VSU’s Symposium on Undergraduate Research, Georgia Sociological Society, Southern Sociological Society, Southeastern Women’s Studies Association, Southern Criminal Justice Association, National Women’s Studies Association, Association for Applied and Clinical Sociology, and the National Criminal Justice Association (meets QEP goal #3).

Faculty will include students as co-authors and research assistants on peer-reviewed publications, where possible. The faculty will develop articles for peer-reviewed journals that will report on the data gathered in El Paso and Echols County to focus on issues of immigration, migration, family violence, gender violence, and family systems. Faculty will submit the publications to appropriate journals in their fields such as, *Gender and Society, Journal of Women’s Studies, Gender and Communication*, and *Criminal Justice Review*. Faculty will also report on the pedagogical practices and student learning outcomes from this work in journals devoted to teaching, student leadership and skills development such as the *Journal of College Student Personnel, Teaching Sociology*, and the *Journal of Criminal Justice Education*.
**Strategies for Advertising and Recruiting Students**

Students will be recruited throughout the campus (includes all colleges) by the BE faculty and graduate assistant by:

- providing interest meetings on campus throughout the academic year where BE faculty will present a power point presentation on the Borderland Experience and its goals
- informational flyers (to be distributed in classrooms and in the common areas on campus)
- posters (posters will be designed and posted on bulletin boards throughout the campus)
- WGST webpage—will have information on the web page
- Posting information on the VSU Announcements and on VSU’s webpage
- announcing the BE program at the A & S meetings and asking A & S faculty to spread the word
- sending e-mails to all the Deans in each college and asking them to distribute information to their faculty and students
- providing information to Advisees

**Contributions of the Graduate Assistant**

This project will enhance the graduate students’ research skills and support undergraduate student efforts. The graduate assistant will prepare bibliographies of material related to the research foci under the direction of BE faculty. S/he will create at least five topical literature reviews and an orientation reading packet. The assistant will serve as a mentor for the undergraduates in creating their own literature reviews for presentations and publications. S/he will also help students with technical preparations of their research.

**How Project May Have Long-Term Impact on VSU Students**

This project will improve students’ research skills as well as develop a broader cultural perspective in them. They will be able to understand the uniqueness of the border region, and the challenges Hispanics face during and after immigrating to the United States. Having real-life problems and situations to understand will help students to connect with published research and to see how their observations link to others’ work. We believe that becoming better informed research consumers will be an important outcome of this work. Their increased knowledge of the Hispanic population in Georgia and Texas will also be an asset for students living in South Georgia and elsewhere. Preparing students to understand and participate in a global economy and globalizing culture will be an important long-term outcome. We also expect that the project will improve their skills for success in obtaining internships, competing in the job market and succeeding in graduate education.

Many employers are seeking students who can understand and conduct research related to their organizations’ needs. Our students often work in organizations that need qualitative assessments of their clients and customers. Having conducted a significant qualitative research project will enable students to credibly and confidently list qualitative research design, data collection, and data analysis among their marketable skills. Students will also improve their ability to present information to professional groups in an appropriate manner thus enhancing their professional development.

Students involved in research projects learn skills and develop habits of mind that prepare them for graduate education. Faculty mentoring and doing the research process can also demystify what graduate education entails. We find that many of our students doubt their own ability to compete in and complete graduate education. Not only will this program enhance their skills when applying and participating in graduate education, it will also allow them to assess their own potential for graduate education success.

For students preparing for graduate school or employment, having a greater knowledge of social program’s relating to human needs and of the extent of those needs might enable them to explore possible tracks of work. For instance, students may develop an interest in maternal and child health, social work, advocacy for victims of violence, immigrant legal rights or other areas. Each of these offers potential for contributions to their communities through paid work, volunteer service, and further research.
# Proposed QEP Project Budget

<table>
<thead>
<tr>
<th>Title of Proposal:</th>
<th>Submitted by: Dr. Tracy Woodard-Meyers</th>
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</thead>
</table>

## Personnel:
- Adjunct Cost for Course Release: $\
- Faculty Summer Salary: $5,742.48
- Graduate Assistant: $4,000.00
- Undergraduate Students: $\

**Subtotal:** $9,742.48

## Fringe Benefits:
- Faculty Summer (17.4%): $999.19

**Subtotal:** $999.19

## Travel:
- Faculty Travel: $3,496.00
- Graduate Assistant Travel: $\
- Undergraduate Travel: $8,635.00

**Subtotal:** $12,131.00

## Equipment:
- $\
- $\
- $\

**Subtotal:** $-

## Supplies & Materials:
- $\
- $\
- $\
- $\

**Subtotal:** $-

## Other Operating Expenses:
- BE Student Stipends: $17,127.00

**Subtotal:** $17,127.00

## TOTAL PROJECT COST:
- $39,999.67
<table>
<thead>
<tr>
<th>Program Assessment</th>
<th>Goals</th>
<th>Activity</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Performance Indicator</th>
<th>Contingency Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit students for participation in U.S.-Mexico Borderland Experience.</td>
<td>Advertise in VSU announcements, VSU webpage, and WSIT webpage, post flyers, notify advisees, and announce in classes. Email all SOGR/RUI/ANTH/MFT minors and majors, Announce in A&amp;S opening meetings. Email all department heads.</td>
<td>1/10/11-3/10/11</td>
<td>BEP QEP Coordinator &amp; Faculty Participating in QEP program</td>
<td>Register 20 students to participate.</td>
<td>If low response then resend announcements, add classroom presentations, and conduct information meeting with door prizes.</td>
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<tr>
<td>Engage students in community service and research in minority areas of Borderland communities.</td>
<td>Create placement schedule at agencies that serve low-income women, migrants, and refugees in the El Paso, TX area. With UTEP collaborators, we will develop qualitative methodology assignments, participation and ethnographic observation protocol. Monitor student completion of these protocols.</td>
<td>5/10/11-6/4/11</td>
<td>BEP QEP Coordinator &amp; Faculty Participating in QEP program</td>
<td>Student participation in service activities. Student journal entries and final project. Administer Student Opinion of Instruction.</td>
<td>If low participation work with students one-on-one to reengage in activities.</td>
<td></td>
</tr>
<tr>
<td>Engage students in community service and research in minority areas of the surrounding community.</td>
<td>Contact staff who work at agencies that serve migrant farm workers in El Paso County and create placement schedule. Develop participation and observation protocol. Place students at determined sites. Monitor students completion of participation and observation protocol.</td>
<td>6/7/11-7/2/11</td>
<td>BEP QEP Coordinator &amp; Faculty Participating in QEP program</td>
<td>Student participation in service activities. Student journal entries and final project. Administer Student Opinion of Instruction.</td>
<td>If low participation work with students one-on-one to reengage in activities.</td>
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<tr>
<td>Participate in college level and national research symposium to showcase student research.</td>
<td>Assist students in developing posters, papers, &amp; photos. Journals to present at conferences. Assist students in applying for participation in conferences.</td>
<td>11/2011, 4/2012</td>
<td>BEP QEP Coordinator &amp; Faculty Participating in QEP program</td>
<td>Acceptance to participate in conference. Register students for conference. Attendance &amp; participation in conference. Administer conference opinion surveys.</td>
<td>If not accepted then apply for participation in other conferences or host an open house at VSU for students to showcase their work.</td>
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<tr>
<td>Recruit students for participation in Women &amp; Gender Studies Minor.</td>
<td>Advertise during informational sessions. Provide formal presentation at the end of program.</td>
<td>1/10/11-5/4/12</td>
<td>BEP QEP Coordinator &amp; Faculty Participating in QEP program</td>
<td>Increase minors by 5 students.</td>
<td>If low response then send follow-up emails and readvertise as preparing for conferences.</td>
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<tr>
<td>Develop experiential community-based internships across multiple disciplines.</td>
<td>Discuss ideas with other departments to assess feasibility &amp; interest, identify existing courses and how they will count. Develop agency-based activities or Internships students may continue after trip.</td>
<td>8/15/11-5/4/12</td>
<td>BEP QEP Coordinator &amp; Faculty Participating in QEP program</td>
<td>Creation of 5 Interdisciplinary Internships. Participation of 5 students in Internships. Administer Intern opinion surveys to participating agencies. Administer Internship opinion surveys to participating.</td>
<td>If low participation continue recruitment of students. Advertise in electronic announcements, make classroom presentations, and conduct Information meetings.</td>
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<tr>
<td>Encourage BEP students and other students to participate in future study abroad activities within The Americas &amp; Canada.</td>
<td>Advertise in VSU announcements, post flyers, and announce in classes. Email all department heads.</td>
<td>8/15/11-5/4/12</td>
<td>BEP QEP Coordinator &amp; Program Faculty</td>
<td>Register 15 students to participate.</td>
<td>If low response then resend announcements, and add classroom presentations.</td>
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<tr>
<td>Student Learning Outcome</td>
<td>Assessment Method(s)</td>
<td>Timeline</td>
<td>Person Responsible</td>
<td>Performance Criteria</td>
<td>Contingency Plan</td>
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<td>Students will understand the importance of cross-cultural comparisons in social science research and how such comparisons are vital to social science practice. (QSEP goal #1, VSI, gen. ed. outcomes #2, #3, #4, #5)</td>
<td>Participate in pre-Borderland Experience workshops and complete reflective assignments.</td>
<td>2/14/11-4/25/11</td>
<td>U.S.-Mexican Borderland Experience Instructors</td>
<td>Students will be able to name and discuss the importance of cross-cultural comparisons in social science research and how to use such comparisons in practice.</td>
<td>Faculty will provide additional workshops on methods.</td>
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<tr>
<td>Students will understand the different types of qualitative methodologies and when each technique should be used. (QSEP goal #1, VSI, gen. ed. outcome #5)</td>
<td>Attend pre &amp; post Borderland Experience workshops on qualitative methodology. Complete qualitative methodological assignments.</td>
<td>2/14/11-4/25/11</td>
<td>U.S.-Mexican Borderland Experience Instructors</td>
<td>Students will complete assessment tools that cover basic qualitative research skills, participant-observer research design, how to conduct ethnographic fieldwork, and creating photo journals.</td>
<td>Faculty will provide additional learning opportunities and re-assess student learning.</td>
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<tr>
<td>Students will understand how to collect and analyze ethnographic data (e.g., interviews, photo, textual, and participant observation). (QSEP goal #1, VSI, gen. ed. outcome #5)</td>
<td>Attend pre &amp; post Borderland Experience workshops on qualitative methodology. Complete qualitative methodological assignments.</td>
<td>Week 1 of U.S.-Mexican Borderland Experience</td>
<td>U.S.-Mexican Borderland Experience Instructors</td>
<td>Students will complete interviews, conduct participant observations, and develop photo journals.</td>
<td>Faculty will work with students to increase proficiency with these methods.</td>
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<tr>
<td>Students will understand how globalization contributes to migration, immigration, poverty, and oppression in the Borderland area. (QSEP goal #1, VSI, gen. ed. outcome #6)</td>
<td>Participate in various awareness experiences related to globalization, migration, poverty, and oppression.</td>
<td>Week 2 of U.S.-Mexican Borderland Experience</td>
<td>U.S.-Mexican Borderland Experience Instructors</td>
<td>Students will complete reflective assignments assigned in a JEP class on Social Movements at the Border.</td>
<td>Faculty will assign additional readings or observations to help students understand the Border.</td>
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<tr>
<td>Students will understand how oppression affects intimate partner violence in the Borderland area. (QSEP goal #1, VSI, gen. ed. outcome #6)</td>
<td>Participate in various awareness experiences related to globalization, migration, poverty, and oppression.</td>
<td>Week 2 of U.S.-Mexican Borderland Experience</td>
<td>U.S.-Mexican Borderland Experience Instructors</td>
<td>Students will complete reflective assignments assigned in a JEP class on Social Movements at the Border.</td>
<td>Faculty will provide additional learning opportunities and re-assess student learning.</td>
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<tr>
<td>Students will understand how social barriers created by gender, sexuality, race, ethnicity, class, and nationality affect persons in South Georgia and the Borderland area. (QSEP goal #1, VSI, gen. ed. outcome #6)</td>
<td>Participate in various awareness experiences related to globalization, migration, poverty, and oppression.</td>
<td>Week 2 of U.S.-Mexican Borderland Experience</td>
<td>U.S.-Mexican Borderland Experience Instructors</td>
<td>Students will complete reflective assignments assigned in a JEP class on Social Movements at the Border.</td>
<td>Faculty will provide additional learning opportunities and re-assess student learning.</td>
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<td>Students will understand how diverse communities in South Georgia and the Borderland area are redefining their needs and creating positive social change to end oppression. (QSEP goal #1, VSI, gen. ed. outcome #6)</td>
<td>Participate in various awareness experiences related to globalization, migration, poverty, and oppression.</td>
<td>Week 2 of U.S.-Mexican Borderland Experience</td>
<td>U.S.-Mexican Borderland Experience Instructors</td>
<td>Students will complete reflective assignments assigned in a JEP class on Social Movements at the Border.</td>
<td>Faculty will provide additional learning opportunities and re-assess student learning.</td>
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<tr>
<td>Students will develop an understanding of how to prepare their findings for publication and presentation. (QSEP goal #2, VSI, gen. ed. outcomes #3, #4, #5, #7)</td>
<td>Students will develop paper and poster presentations to present at conferences.</td>
<td>11/2011 - 4/2012</td>
<td>U.S.-Mexican Borderland Experience Instructors</td>
<td>Students will identify topics for presentation. Students will prepare drafts of their presentations. Faculty will evaluate student presentations.</td>
<td>Faculty will work with students to revise and prepare acceptable findings.</td>
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<tr>
<td>Students will develop an understanding of the cross-cultural &amp; transnational knowledge and research skills they acquired in the BIP and at the regional conference in Fall 2011. (QSEP goal #2, VSI, gen. ed. outcomes #4, #5, #6)</td>
<td>Present a paper or poster presentation at a conference.</td>
<td>11/2011 - 4/2012</td>
<td>U.S.-Mexican Borderland Experience Instructors</td>
<td>Students will present to a regional conference and 5 students to a national conference.</td>
<td>If students not accepted for presentation at conferences, submit their work to other conferences.</td>
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## Budget Narrative

### TRAVEL

#### Student Travel

**Present Papers at National Conference**  
**Costs estimated for 5 students**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel</td>
<td>$150.00 x 3 rooms x 3 nights</td>
<td>$1350.00</td>
</tr>
<tr>
<td>Meals (high cost area)</td>
<td>$51.00 (B $9, L $13, D $29) x 5 x 4 days</td>
<td>$1020.00</td>
</tr>
<tr>
<td>Travel</td>
<td>$500.00 (air fare tickets) x 5</td>
<td>$2500.00</td>
</tr>
<tr>
<td>Conference Registration Fee</td>
<td>$110.00 x 5</td>
<td>$550.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>$5420.00</strong></td>
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**Present Papers at Regional Conference**  
**Costs estimated for 15 students**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel</td>
<td>$100.00 x 4 rooms</td>
<td>$500.00</td>
</tr>
<tr>
<td>Meals</td>
<td>$36 (B $7, L $9, $20) x 15 x 3 days</td>
<td>$1620.00</td>
</tr>
<tr>
<td>Gas Vans (borrow University Vans x 2)</td>
<td>900miles RT x .55 per mile</td>
<td>$495.00</td>
</tr>
<tr>
<td>Conference Registration Fee</td>
<td>$40.00 x 15</td>
<td>$600.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>$3215.00</strong></td>
</tr>
</tbody>
</table>

**Grand Total for Student Travel**  
**$8635.00**

#### Faculty Travel

**Present Papers at National Conference with Students**  
**Costs estimated for 3 faculty**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel</td>
<td>$150.00 x 1 room x 3 nights</td>
<td>$450.00</td>
</tr>
<tr>
<td>Meals (high cost area)</td>
<td>$51.00 (B $9, L $13, D $29) x 3 x 4 days</td>
<td>$612.00</td>
</tr>
<tr>
<td>Travel</td>
<td>$500.00 (air fare tickets) x 3</td>
<td>$1500.00</td>
</tr>
<tr>
<td>Conference Registration Fee</td>
<td>$110.00 x 3</td>
<td>$330.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>$2892.00</strong></td>
</tr>
</tbody>
</table>

**Present Papers at Regional Conference**  
**Costs estimated for 3 faculty**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel</td>
<td>$100.00 x 1 rooms</td>
<td>$100.00</td>
</tr>
<tr>
<td>Meals</td>
<td>$36 (B $7, L $9, $20) x 3 x 3 days</td>
<td>$324.00</td>
</tr>
<tr>
<td>Gas Vans (borrow University Vans x 2)</td>
<td>900miles RT x .55 per mile (see student travel)</td>
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</tr>
<tr>
<td>Conference Registration Fee</td>
<td>$60.00 x 3 faculty</td>
<td>$180.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>$604.00</strong></td>
</tr>
</tbody>
</table>

**Grand Total for Faculty Travel**  
**$3496.00**

**TOTAL TRAVEL BUDGET**  
**$12131.00**
PERSONNEL:

Graduate Assistant for Fall and Spring Semester $4000.00
Graduate Assistant is needed in the semesters prior to the research trip to help with the planning and organization of the BE.

Faculty Summer Salary $5742.48
Faculty Fringe Benefits ($5742.48 x 17.4%) $ 999.19
Total $6741.67

Only requesting one faculty summer salary for Dr. Sha Gray. Dr. Tracy Woodard-Meyers is a 12 month salaried faculty/administrator so her salary is covered by VSU. Dr. Kathryn Schmidt will request a summer course from Sociology to cover her salary during the BE.

OTHER OPERATING EXPENSES:

STUDENT TRAVEL STIPENDS FOR BORDERLAND EXPERIENCE $17,127.00

Purpose
The purpose of the travel stipends is to help students from Valdosta State University participate in the Borderland Experience regardless of economic status. The program costs approximately $1800.00 (see Appendix Chart 1) therefore; stipends will be available to selected students to help defer costs of the trip. Travel stipends are open to students of all disciplines

Eligibility
Students must meet each of the following criteria at the time of application:

- Be in good academic standing at Valdosta State University with a minimum 2.5 overall grade point average
- Demonstrated financial need

Travel Stipend Application Process:
In order to be considered for a travel stipend, students must submit an application package containing the following items:

- A brief statement (no more than one typed page) discussing why the applicant is interested in participating in the Borderland Experience
- A brief statement (no more than one typed page) describing applicant’s financial need (including other sources of financial assistance such as loans and/or grants, job, parents support, etc.)
- One letter of recommendation (see Appendix for Recommendation Form) from someone who knows applicant and can evaluate research potential, work ethic, and collegiality (preferably a faculty member)
- A copy of applicant’s transcript (unofficial copy is acceptable)

Travel Stipend Selection Process:
Completed applications must be submitted by the deadline date to Dr. Tracy Woodard-Meyers, Project Coordinator. A selection committee consisting of the Valdosta State University Borderland Experience faculty will review and evaluate the applications based on the following criteria:

- Applicant’s statement explaining why she/he is interested in participating in the Borderland Experience
- Applicant’s financial need
- Letter of recommendation
- Grade point average
A rubric (see Appendix for rubric quantification) will be used to quantify criteria and select stipend recipients. The project coordinator, Dr. Tracy Woodard-Meyers will work closely with Budget Services in advance of purchasing travel for students to ensure items can be purchased and protocols are followed.

All travel stipend recipients will be required to attend and participate actively in all Borderland Experience training workshops. Workshops will be held in the spring semester prior to the Borderland Experience and will be led by a different member of the Borderland Experience faculty. The workshops will focus on teaching students the basic qualitative research rules, participant-observer research design, how to conduct ethnographic interviews, and how to create case studies. Photo essays will also be introduced as students will document their research experiences through digital photographs. During the time in El Paso, students will receive further training in combining photos, narrative, and analysis into photo essays. We will include cultural competence and ethical practices in each workshop. Feminist ethics of ethnographic research will also be emphasized. Demonstrating the skills from this training will be required of all students who participate in the Borderland Experience.

RESOURCES ALREADY AVAILABLE THAT WILL BE USED:

- Faculty---Dr. Tracy Woodard-Meyers, Dr. Brenda Risch, and Dr. Kathryn Schmidt
- Valdosta State University Vans
- Valdosta State University Laptop Computers