



2013-2014 NC State University At Home In The World Student Proposals



Student Group Activity Evaluation Form

“Cultural competence is an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.” Mercedes Martin & Billy Vaughn (2007). "Strategic Diversity & Inclusion Management" magazine, pp. 31-36. DTUI Publications Division: San Francisco, CA.

Please use this form to make notes about how well each proposal addresses the selection criteria. The committee will use these notes to inform the selection process.

Proposal Title:	
Student Group:	
Requested Amount:	\$
Targeted Area(s) Addressed in Proposal: <i>(circle all that apply)</i>	<ol style="list-style-type: none"> 1. Students will broaden their knowledge, attitudes, and beliefs to appreciate the complexity of the world. 2. Students will examine values, attitudes, and responsibilities for local/global citizenship. 3. Students will develop intercultural knowledge, skills, and characteristics. 4. Students will move from silence to dialogue and make visible hidden issues not explicit in networks of relationships. 5. Students will work together to resolve personal and/or cultural conflicts and to gain awareness of the value of differing perspectives. 6. Students will analyze multiculturalism and social justice in a local/global context. 7. Students will identify how power and privilege shift in the local/global context. 8. Students will prepare to network, collaborate, and compete in a multicultural, global workplace.
Effectiveness Measure	<p><u>Low</u>: Proposal includes little to no description of how the program goals and/or tasks in the proposal will legitimately be completed.</p> <p><u>Medium</u>: Proposal includes some description of how the program goals and/or tasks in the proposal will legitimately be completed. Proposal provides logical description of resources to execute goals and tasks.</p> <p><u>High</u>: Proposal provides thorough description of activities for which funding is requested; includes description of resources available to execute goals/tasks or provides examples of department's/college's past success engaging in the proposed activity.</p>

Level to which proposal communicates effectiveness to promote cross cultural understanding and competencies within the NC State community.	Low	Medium	High
Level to which proposal communicates effectiveness in connecting the proposed program to the AHITW outcomes.	Low	Medium	High
Level to which proposal communicates effectively the group's ability to carry out the stated activities (appropriate resources and stakeholders identified).	Low	Medium	High
Level to which the proposal provides a complete and reasonably defined budget for the proposed activity (i.e., use of grant money requested).	Low	Medium	High

Other factors to consider:

The extent to which the proposing group takes substantial ownership for and commitment to the project (i.e. Does not appear to be a one time effort.)	Low	Medium	High
The extent to which the initiative is designed to build or inform permanent structures and programs, showing development toward a sustained and continuing effort.	Low	Medium	High
The extent to which the proposed initiative promotes partnerships among students, faculty, and/or staff to address the targeted area.	Low	Medium	High

The extent of collaboration with other student groups or other NC State affiliated groups, or community partnerships.		
Low	Medium	High
<u>Overall Ranking of the Proposal:</u> <i>(circle one)</i>		
Tier I (limited to 8 total proposals)		
Tier II (limited to 8 total proposals)		
Tier III		