

## **2020 Proposal: Model UN (Tina Zappile and JY Zhou)**

### **Proposal and Budget Revisions**

In response to the Learning Team meeting on March 4, 2014, we made several changes to our 2020 proposal for your review and consideration.

IMPORTANT: It should be noted that our revised request has been reduced by 22% of the original proposed budget.

1. Students will be required to submit their \$135 registration fee upon acceptance to the team in order to foster “buy-in” and avoid dropouts prior to travel.
  - a. This amount has been deducted from the proposal (-\$810)
  - b. This requirement will be added to the student application.
  
2. Students will be required to participate in fundraising to cover their meals, incidental expenses, and transportation while in Rome.
  - a. This amount has been deducted from the proposal (-\$5,400)
  - b. This requirement will be added to the student application.
  
3. Fundraising plans:
  - a. Efforts will begin with a campus-wide poster/announcement distributed at the same time as the student application (first week of school in September).
  - b. Accepted students will then have 45-60 days to continue fundraising to cover these costs.
  - c. IF students on the international travel team are part of the existing Model UN student club, the club will work with them to organize tabling for U.N. Day (October 24<sup>th</sup>) fundraising efforts.
    - i. Please Note: the hope is that there will be some overlap, however it is possible in the first year that the students accepted for the travel team are not already part of the Model UN club. Plans for subsequent years will build this mechanism in more effectively.

#### Other points to address:

- Costs are based on numbers provided by the host organization, National Model UN (NMUN) who then books hotel space and arranges visits on behalf of participating schools. Airfare is based on lowest available from Philadelphia to Rome, with comparisons made from Newark and NYC airports (Philadelphia is competitive).
- The Model UN team has a limited budget, as they are in their second year, and have maximized fundraising and student senate funding for domestic travel and campus events. The hope is that as the student club develops a track record with Student Affairs, there will be an opportunity to collaborate as far as funding additional student travel (e.g. bigger travel teams, etc). However at this stage, collaboration is limited to student involvement. As the faculty advisor for the student club, Tina will work to foster a stronger connection in future years.

# 2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to Peter Baratta at: [Peter.Baratta@Stockton.edu](mailto:Peter.Baratta@Stockton.edu). You will then be contacted by the appropriate 2020 Initiative Team representative.

Proposals will be evaluated based on general criteria including the following:

- College-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

**Please consider the following questions as helpful prompts:**

## College-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

## Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	Tina Zappile
Your Email	tina.zappile@stockton.edu
Title of Project	Richard Stockton College Model UN (RSCMUN) International Travel Team
Project Leader	Tina Zappile
LEGS Initiative Team Coach	Claudine Keenan
Project Partner(s)	JY Zhou
Duration / Time Frame of Project	Annual, ongoing basis

Proposal Category (choose one: one-time or ongoing)	
One-Time Event or Activity	Ongoing Event or Activity
<input type="radio"/> (A) \$5,000 or less	<input type="radio"/> (C) \$5,000 or less
<input type="radio"/> (B) More than \$5,000	<input checked="" type="radio"/> (D) More than \$5,000

Strategic Theme (choose one)	
<input checked="" type="radio"/>	Learning
<input type="radio"/>	Engagement
<input type="radio"/>	Global Perspectives
<input type="radio"/>	Sustainability

**Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes**

**Learning**

P	Deliver high value-added learning experiences and promote scholarly activity (S1)	-	Reward scholarly applications (ER2)
-	Promote liberal arts ideal to develop lifelong learners (S2)	-	Establish additional revenue sources (RS1-L)
-	Strengthen internal processes to support learning (IP1-L)	-	Reduce expenses (RS2-L)
-	Develop faculty and staff skills to support learning (ER1-L)	-	Align resources to support strategic plan (RS3-L)

**Engagement**

-	Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)	-	Foster an interactive environment among students, faculty, staff, and community (ER3)
-	Prepare students for active citizenship role (S4)	-	Increase opportunities for interactions between internal and external communities (ER4)
-	Create mutually reinforcing intellectual and co-curricular experiences (S5)	-	Establish additional revenue sources (RS1-E)
-	Strengthen internal processes to support engagement (IP1-E)	-	Reduce expenses (RS2-E)
-	Develop faculty and staff skills to support engagement (ER1-E)	-	Align resources to support the strategic plan (RS3-E)

**Global Perspectives**

-	Develop a globally diverse Stockton community (S6)	P	Strengthen opportunities for global interaction among members of the Stockton community (ER5)
S	Enhance capacity to participate globally (S7)	-	Establish additional revenue sources (RS1-G)
S	Strengthen internal processes to support global education (IP1-G)	-	Reduce expenses (RS2-G)
-	Integrate global program efforts among multiple units of the college (IP2)	-	Align resources to support the strategic plan (RS3-G)
S	Develop faculty and staff skills to support global education (ER1-G)		

**Sustainability**

-	Increase sustainable infrastructure (S8)	-	Develop and implement sustainability programs (IP5)
-	Enhance sustainability education and research (S9)	-	Develop faculty and staff skills to support sustainability (ER1-S)
-	Increase recognition as a model of sustainability (S10)	-	Reward sustainable practices (ER6)
-	Partner to promote global sustainability (S11)	-	Establish additional revenue sources (RS1-S)
-	Strengthen internal process to support sustainability (IP1-S)	-	Reduce expenses (RS2-S)
-	Prioritize sustainability in plan operations and residential life (IP3)	-	Align resources to support the strategic plan (RS3-S)
-	Promote sustainability across the curriculum (IP4)	-	Seek efficiencies through sustainable practices (RS4)

**The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.**

### **Narrative Summary of Project**

This proposal is to establish and fund a new college-wide Model UN "International Travel Team" to participate in an annual international competition run by the National Model United Nations (NMUN) Association (<http://www.nmun.org/ncca.html>). It is intended to expand the academic component of this international student learning experience and provide a campus-wide opportunity Stockton students to compete in a highly respected academic competition at the global level. Furthermore, students will be expected to produce resources for the broader campus community including an e-publication of reflection papers, skills gained, lessons learned, and practical advice for interacting in a professional setting abroad. They would also be involved in two campus events related to their research as well as serve as guest speakers for classes upon their return.

The budget is for six students and one advisor to attend the 2014 NMUN Rome Conference in Rome, Italy in mid-November. Specific dates are TBD, however the schedule is currently estimated for 5 days beginning the week of November 16, 2014. Costs for the proposed budget were estimated based on NMUN estimates for Rome as well as historical data from their previous international conferences. This proposal is for ongoing support of travel to the annual NMUN international conference with locations on rotation in regions around the world. Dates and locations are typically announced in early spring for travel the following winter. Therefore, student applications would be accepted and reviewed by the project leaders after the school registers in late spring and receives their country and issue assignments in July.

The 2014 NMUN Rome Conference in Rome, Italy in November 2014. From NUMN: "Rome is more than pizza and pasta (though the food is amazing!); come debate current issues in a world capital home to three international UN agencies: the World Food Programme (WFP), the Food and Agriculture Organization (FAO) and the International Fund for Agricultural Development (IFAD). The historic city center is also a renaissance masterpiece of fountains and churches, including Vatican City. Both are UNESCO World Heritage sites. These monuments share the spotlight with iconic ancient edifices like the Colosseum, Pantheon and Forum. In partnership with Consules, NMUN•Europe 2014 promises an unforgettable Model UN experience in the 'eternal city' of Rome, Italy. Come, see and conquer. ('Veni, vidi, vici' – Julius Caesar)"

Please see the full narrative summary in the attached materials.

### **Assessment Plan: What are your anticipated outcomes and specific measurements for success?**

Please see the attached Assessment Plan for specific details on how this project will advance several Stockton Essential Learning Outcomes (ELOs) and how these outcomes will be assessed. Several of these outcomes will be achieved through student preparation for the conference by conducting research and drafting a position paper that will be reviewed by the advisor as well as submitted for review to conference organizers as a condition for attendance. Conference organizers grade or rank position papers by school, providing this information at the end of the conference. In addition, student performance at the conference is also scored and made available by organizers at the conclusion of the event. Schools are ranked across several dimensions for consideration of awards issued at the conference award ceremony, taking into account the performance of the entire team for all conference-related sessions.

We will employ a variety of assessment tools to ensure a high-quality learning experience for participating students and a high degree of impact of the campus community.

Budget Summary			
	Item	Amount	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	Recruitment Supplies	\$ 150	Poster printing, Model UN materials (flags, etc)
2.	Training Supplies	\$ 500	Copies, training materials, food for training sessions (Hughes Center, etc.)
3.	Publication of Campus Resource	\$ 600	Page-turning software; Printing costs
4.	Conference Registration	\$ 1,350	School (\$200); Delegate (\$900); Advisor (\$250)
5.	Student Travel (6 students)	\$ 13,650	Airfare (\$8,400); Hotel (\$5250)
6.	Advisor Travel (1 advisor)	\$ 4,634	Airfare (\$1,400); Transportation (\$400); Hotel (\$1750); M&I (\$984)
7.		\$	

First-Year Funding Questions	
Total 1 <sup>st</sup> Year Amount Needed (for Projects A, B, C, & D)	\$ 20,884
Estimated amount (ongoing) beyond 1 <sup>st</sup> Year (Projects C & D only)	\$ 21,000
Will you need funds for <u>immediate</u> use to begin your project?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, how much?	\$ 1,200 (School Registration Fee, Hotel Deposit)
Date when funds will be needed	Late March (date TBA on <a href="http://www.nmun.org/nmun_europe14.html">http://www.nmun.org/nmun_europe14.html</a> )

For Committee Use Only	

## **2020 Initiative Proposal Extended Narrative Summary and Assessment Plan**

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### **Narrative Summary**

This proposal is to establish and fund a new college-wide Model UN "International Travel Team" to participate in an annual international competition run by the National Model United Nations (NMUN) Association (<http://www.nmun.org/ncca.html>). It is intended to expand the academic component of this international student learning experience and provide a campus-wide opportunity Stockton students to compete in a highly respected academic competition at the global level.

The first international conference the team will attend is the 2014 NMUN Rome Conference in Rome, Italy in November 2014. From NMUN: "Rome is more than pizza and pasta (though the food is amazing!); come debate current issues in a world capital home to three international UN agencies: the World Food Programme (WFP), the Food and Agriculture Organization (FAO) and the International Fund for Agricultural Development (IFAD). The historic city center is also a renaissance masterpiece of fountains and churches, including Vatican City. Both are UNESCO World Heritage sites. These monuments share the spotlight with iconic ancient edifices like the Colosseum, Pantheon and Forum. In partnership with Consules, NMUN•Europe 2014 promises an unforgettable Model UN experience in the 'eternal city' of Rome, Italy. Come, see and conquer. ('Veni, vidi, vici' – Julius Caesar)"

Criteria for student attendance will include a minimum GPA of 3.0, demonstrated research experience (students will submit a sample position paper based on provided guidelines), and strong skills in negotiation and collaboration. Prior Model UN conference or similar experience is preferred, though not required. Applications for participants on the international travel team will be made available to the entire student body and disseminated 16-20 weeks prior to the conference. Application reviews and try out sessions will be conducted and completed within 45 days prior to the deadline for participating schools to finalize their registration numbers with NMUN (dates to be announced by NMUN).

The student Model UN club, Richard Stockton College Model United Nations Club (RSCMUN), established in 2013 will serve as the primary feeder group for the international

travel team with the travel team students required to be members of the student club. The purpose for this is to provide an opportunity for students attending the international conference to collaborate with the Model UN club to organize a campus event following their experience such as hosting a student/faculty panel (as they did in November 2013 for International Education Week) or presenting a mock UN meeting on a relevant topic (as they did in April 2013), based on topics they researched for the international conference.

The current faculty advisor to the RSCMUN club will register the team, establish and serve on a recruitment committee for the International travel team, organize student tryouts, disseminate training materials, hold mandatory training sessions, and solicit expertise from the Stockton faculty to supplement their experience (e.g. invite faculty to present at student meetings). In addition, students will use training resources made available by the Hughes Center and other identified sources (specified in the section on "Assessment") to enhance their skills in diplomacy and negotiation, and intercultural competence. One faculty advisor will travel with the team to compete (per NMUN guidelines) and serve as a guide/chaperone, reserving the right to appoint a replacement if unable to meet this obligation.

NMUN-hosted competitions take place in Washington D.C. every October, New York City every spring, and internationally (site chosen every year) in late fall/early winter. The existing student club, RSCMUN, will secure their own funding from Student Development to attend the two national competitions in D.C. and NY, as they have done in the 2013-2014 academic year.

The proposed budget is for six students plus the advisor, as most global NMUN Conference assignments have a minimum required number of students between 4-6. Students must bring the minimum number to participate and locations range every year from South Korea, China, Europe, and Latin America.

It should be noted that in October 2013, Model UN students received an award for their participation at their first NMUN conference in Washington D.C., an achievement earned by less than 20% of approximately 125 participating schools from around the world. This reflects on the high quality of students attracted to this opportunity as well as the structure established by the faculty advisor to ensure a deep learning experience.

### **Campus Contributions**

This project will be extended to the campus community through the following mechanisms:

1. **Organizing and Hosting Campus Events-** Attending students will be expected to contribute to hosting two standalone events during the academic year for which they travel (i.e. Fall 2014 and Spring 2015 for travel in November 2014). The new Model UN International Travel Team would partner with the existing Model UN team to plan, host, and sponsor these events. Examples of these events include a mock-U.N. Security Council or General Assembly meeting during which students draft scripts to discuss a relevant issue from the perspectives of their assigned country roles. Students serve as the U.N. President and abide by U.N. meeting rules for this event. In addition, students

might also partner with other groups to host a poster session, perhaps involving faculty-student research, commemorating a U.N. day such as World Water Day or World Health Day. Finally, the students could also host a faculty panel on an issue relevant to the U.N. and their research for the conference. Copies of fliers for previous events run by the Model UN student club are attached to this proposal. Faculty partners from the International Studies Minor (ISM) and other majors relevant to the assigned topics would be targeted for collaboration.

2. **Student Guest Circuit for Classes-** Participating students would be expected to serve as guest speakers for classes in the semester following travel to share their experience. Topics that could be part of a formal presentation organized by attending students would include a) negotiation skills, b) collaboration skills, c) working with students/faculty with diverse backgrounds from around the world, d) lessons learned from opportunities to meet with diplomats and other officials (organized at the conference), e) importance of global empathy and cultural sensitivity, and f) varying interests around the world regarding pressing global issues.
3. **Creation of a Campus Resource through Dissemination of Student Experiences in an e-publication-** Participating students would be expected to submit pictures, journal entries, and a reflection paper based on their research and conference experiences and put them together to create a short (6-10 page) publication with supervision by Zappile and Zhou and assistance from External Affairs (Susan Allen and Eileen Tizol) and Graphic Design. The product (a short e-book) would then be distributed on campus to students and printed for the International Services Office and/or Career Services. Guidelines for the product would include providing resources for research in global topics, tips for negotiating, experiences interacting with students from around the world, skills that are useful in international settings, among others. The purpose would be for this publication to serve as a resource for other students for programs like study abroad, study tour, or collaborations with overseas institutions.
4. **Dissemination of Student Experiences through Media (Facebook, Twitter, and Weibo (Chinese version of Facebook/Twitter))-** Participating students would be expected to upload pictures, videos, and short journal entries on Facebook, Twitter, and Weibo through public accounts established for the group attending the conference.



## Assessment Plan

Student learning outcomes for this proposed project include a variety of content-based concepts, skills, and attitudinal outcomes that are best described using Stockton's Essential Learning Outcomes (ELOs). For each of the ELOs identified, there are specific plans for how students will achieve these outcomes in addition to the assessment tools that will be implemented by the Project Leader (Tina Zappile) and the Project Partner (JY Zhou).

1. **Global Awareness-** Model UN Conferences involve students being assigned to represent a country other than their own. In addition, students are assigned to U.N. Committees with a list of 2-3 specific global issues to research and develop a proposal to address at the global level. These and preparation and post-travel activities help students move from being aware in Level 1.3 to "identify behavioral expectations of own culture and acknowledge the validity of expectations of other cultures" and 1.1 to "know global structures and systems – where, who, what (1.1)" to being competent in Level 2.1 to "keep informed about current global events through periodical press" and 2.2 to "choose classes and co-curricular experiences to extend global awareness." In addition, students would become skilled in Level 3.2 to "discuss ways in which events in one part of the world can impact other places", Level 3.4 to "inform others about taking action in relation to current issues outside of the U.S.", and Level 3.5 to "identify your assumptions and to question them, in particular, asking whether they help or hinder your thinking, reasoning, data processing, or creative work." Many of the Level 3 competencies will be achieved in the stage after travel, when students bring back to campus their experiences through the mechanisms identified in the section following assessment.

Methods to achieve this ELO- Training in international diplomacy, with a particular focus on global structures (stakeholders, key organizations, etc.), being informed about pressing global issues at the core of international negotiations, and identifying assumptions that are counter to successful negotiations will be provided by:

- Ambassador William J. Hughes (arranged through the Hughes Center for Public Policy)
- Madeline Quinn Seidenstricker (arranged by JY Zhou) who is retiring from the U.S. State Department having served in a variety of capacities including being actively engaged in the Model UN program in different regions of the world.
- Stockton faculty. For example, Melaku Lakew consulted with students attending a Model UN conference in Washington DC about representing the country of South Africa. Opportunities for faculty collaboration will be based on country assignment and issues to be determined. Zappile will seek to establish at least two outside faculty-led sessions per trip, targeting faculty affiliated with the International Studies Minor (ISM).

Assessment of this ELO-

- [Intercultural Development Inventory](#) (IDI); JY Zhou is certified to administer this instrument with proof attached to the application.

- Adapted Global Empathy Scale (Bachen et al 2012); Zhou will also administer a pre-post-test using this instrument, included as an attachment in this proposal.
- Model UN Conference organizers will conduct a partial assessment of some of these skills as part of their [internal award process](#). Review and ranking by organizers for “Remaining ‘in character’” throughout the entire conference is scored and included in the ranking as standard procedure for issuing conference awards.

2. **Information Literacy and Research Skills-** Aspects of this ELO advanced by this project include developing competency in Level 2.4 to “integrate new and prior information to complete a research project” and Level 2.5 to “demonstrate consistently responsible citation style appropriate to discipline and consistently represent content ownership of original information source” and developing skill in Level 3.2 to “conduct advanced, specialized searches (move beyond your discipline), exploit many technologies, and adjust to gaps”

Methods to achieve this ELO- The faculty advisor (Tina Zappile) successfully completed a U.N. training workshop in August 2013 on U.N. resources available through the [Dag Hammarskjöld Library](#) and will hold a two-hour session on research skills specific to the U.N., as required for students to complete their Position Papers before travel.

Assessment of this ELO-

- Applying the “Position Paper Rubric” attached to this proposal to the draft and final Position Papers (conducted by the faculty advisor)
- Review and ranking by Model UN Conference organizers (this is standard procedure for issuing conference awards)

3. **Teamwork and Collaboration-** Preparation for travel would include several aspects of this ELO, many moving students from Level 1 (aware) to Level 3 (skilled). The Model UN Conference itself is a team exercise in communication, team goal setting, team process, and collaboration in that it requires students to work with the larger group of countries assigned to the same committee to draft and approve resolutions by the end of the conference. Furthermore, diversity of interests is at the core of the conference as countries represent a variety of often divergent interests in resolving global issues.

Methods to achieve this ELO- Training for these skills will be provided through

- Ambassador William J. Hughes (arranged by Dan Douglas of the Hughes Center for Public Policy, with confirmation included as an attachment)
- Madeline Quinn Seidenstricker (arranged by JY Zhou, with confirmation included as an attachment)

Assessment of this ELO-

- Model UN Conference organizers will conduct assessment of these skills as part of their [internal award process](#). Review and ranking of “Participating in committee” during official and informal committee meetings is scored and included in the ranking as standard procedure for issuing conference awards.

4. **Critical Thinking-** Through working with students from around the world to address global issues, students would work towards Level 2 competency for 2.3- “Collaborate with others to solve a complex problem, such as the effects of poverty on education of children living in urban areas or the effects of toxic dumping on the environment”. In addition, through the Position Paper requirement prior to the conference and the Resolution requirement during the conference, students would work towards competency Level 2.4 “Research sources and integrate them into a presentation or piece of writing on a focused topic.” Finally, by creating a product based on their research and experiences at the conference, students would work towards achieving being skilled in Level 3.3 “Synthesize a number of sources, products, or materials in a creative or translation project.”

Methods to achieve this ELO-

- Research sessions and Position paper requirement
- Requirement to contribute towards drafting resolutions at the conference
- Publishable product to be made by students and published by External Affairs (e-publication)
- Formal “guest circuit” talk(s) to be completed by participating students

Assessment of this ELO-

- Model UN Conference organizers will conduct assessment of these skills as part of their [internal award process](#). Position papers are scored as part of this process.
- External Affairs team will review product prior to publication.
- Review of other student-generated materials by Zhou and Zappile

# Model United Nations International Travel Team Application

This application is to be a member of the Richard Stockton College Model United Nations International Travel Team for the 2014-2015 academic year. This includes preparation and travel to the National Model United Nations (NMUN) academic conference in Rome, Italy in November 2014 (specific dates TBA) during which the team will represent an assigned country and work to draft U.N. resolutions addressing specific global issues. *The International Travel Team is sponsored by Stockton's 2020 Initiative.* Please contact Dr. Tina Zappile ([tina.zappile@stockton.edu](mailto:tina.zappile@stockton.edu)) or JY Zhou ([JY.Zhou@stockton.edu](mailto:JY.Zhou@stockton.edu)) with any questions about this unique opportunity.

Individuals selected to be members of the team will be required to:

- Have completed at least one International Studies Minor (ISM) or other related course prior to travel (prior to or during the Fall 2014 semester).
- Attend all required pre-conference and post-conference sessions
- Conduct research and write a position paper prior to travel
- Participate at all conference-related events while in Rome
- Contribute to the planning and hosting of two campus events in conjunction with RSCMUN (one spring and one fall event)
- Be willing to serve as a guest speaker in classes the semester following travel (Spring 2015) to discuss your experiences with other students
- Collaborate on a collection of pictures, journal entries, experiences, skills, and lessons learned within 60 days of travel; to be distributed to the Stockton community.

This completed application, a copy of your unofficial transcript, and one letter of recommendation are due in the SOBL Office (Attention: Dr. Zappile), H-201, by Noon on Friday September 19, 2014.

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Name (last, first): \_\_\_\_\_

Preferred email address: \_\_\_\_\_

Local mailing address: \_\_\_\_\_

Current Major(s) / Minor: \_\_\_\_\_

Expected Date of Graduation: \_\_\_\_\_ GPA (Cumulative/Major) \_\_\_\_\_

International Studies Minor (ISM) or Related Coursework:

*In the space below, please list any relevant experiences (including classes, travel, etc.) that would make you an asset to the Model United Nations International Travel Team. You may attach this on a separate sheet of paper if you wish.*

*On a separate sheet of paper, please answer the following question in 350 words or less:  
While the UN is often criticized for its failures (of which there are many), it is less often praised for its successes. Identify at least one success the UN has had and reflect on why the UN was successful in that instance.*

**RICHARD STOCKTON COLLEGE OF NEW JERSEY  
RECOMMENDATION FORM FOR THE MODEL UNITED NATIONS  
INTERNATIONAL TRAVEL TEAM**

**Letter of Recommendation**

**To the Student:** Please fill out the top part of this form and give it to someone who knows you well but who is not a member of your family or a close friend. Teachers, supervisors, and coaches are all good choices. Please provide your recommender with envelope addressed to: “Model UN Travel Team, Dr. Zappile” in H-201 (SOBL main office) or the mailing address is: Dr. Zappile, SOBL, 101 Vera King Farris Drive, Galloway, NJ, 08205.

Applicant’s Name: \_\_\_\_\_

In accordance with The Family Education Rights and Privacy Act of 1974, materials in students’ files, such as recommendation forms, are open to inspection upon request, unless the student has waived the right of access in advance. Please indicate your wish by completing and signing the statement below. Your right to review the recommendation is considered waived if you do not respond.

I hereby     waive my right to access     retain my right to access.

\_\_\_\_\_  
*Applicant’s signature*

**To the Recommender:** Please complete this form, sign it, and return it to Model UN Travel Team, Dr. Zappile in H-201 (SOBL main office) or Dr. Zappile, SOBL, 101 Vera King Farris Drive, Galloway, NJ, 08205.

**Deadline for Forms:** Monday September 22, 2014

Recommender’s Name: \_\_\_\_\_

Recommender’s Email: \_\_\_\_\_

Recommender’s Telephone: \_\_\_\_\_

Recommender’s Signature: \_\_\_\_\_

**1. How long and in what capacity have you known this student?**

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**2. How would you describe this student's attitude and work ethic?**

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**3. What are some strengths of this student (academically or non-academically)?**

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**4. How would you describe this student's maturity level?  
(please explain).**

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**5. Do you feel this student is responsible?  
(please explain and give an example if possible).**

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**6. In what way(s) do you feel that this student would benefit from the Model UN  
International Travel Team?**

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**Sample Position Paper**  
**Drafted by Model UN students in October 2013**

*Delegation from*  
**South Africa**

*Represented by*  
**Richard Stockton College**

*Position Paper for the General Assembly First Committee*

The topics before the General Assembly First Committee are: Increasing Women's Role in Disarmament and Nonproliferation; Prevention of an Arms Race in Outer Space; and Implementation of the Convention on the Prohibition of the Development, Prohibition, Stockpiling and Use of Chemical Weapons and on Their Destruction. South Africa is determined to effectively cooperate through multilateral approaches to achieve common goals of disarmament and nonproliferation, for the purpose of international peace and security.

**I. Increasing Women's Role in Disarmament and Nonproliferation**

South Africa strongly encourages the continuation of the use of the Beijing Platform for Action and Security Council resolution 1325 (2000) as a fundamental tool for increasing the role of women in the prevention and resolution of conflicts and in peace-building. South Africa wishes to underscore the importance of specific strategic objectives of the Beijing Platform for Action, namely, objectives B.1, E.4, and G.2, as they directly support increasing women's role in disarmament and nonproliferation. These sections emphasize the importance of equal access to education, promoting women's contribution to fostering a culture of peace, and increasing women's capacity to participate in decision-making and leadership, respectively. South Africa urges fellow Member States to follow the example set by the local governments of the nine provinces of South Africa in developing the "South Africa Local Government Gender Action Plan Manual," wherein gender equality can be systematically mainstreamed in government. Taking in account Security Council resolution 1325 (2000), the report of the Secretary-General of 13 October 2004 entitled "Women and peace and security", and General Assembly resolution 67/148, South Africa expresses serious concern regarding the lack of a 50/50 gender balance in the United Nations system and in the governments of many Member States. In every area of peace and security, the endurance of gender equality depends upon effective planning, implementation, monitoring, and reporting of gender-based initiatives. South Africa reaffirms the important role played by the Women's International League for Peace and Freedom and urges Member States to follow its framework for disarmament in accordance with international humanitarian law.

**II. Prevention of an Arms Race in Outer Space**

South Africa strongly supports the continuation of the 1967 Outer Space Treaty and any United Nations resolution with the express goal of preventing arms, including but not limited to, nuclear, biological, and chemical; from being transported or used in outer space. South Africa endorses the guidelines set forth by the 1967 Outer Space Treaty and the yearly Prevention of Arms in Outer Space (PAROS) resolutions, which are integral parts of keeping humanities' continued exploration of outer space a peaceful endeavor. It is imperative that these international agreements continue and South Africa urges all States to abide by their guidelines and cooperate



to meet their goals. The militarization and weaponization of Outer Space is a serious threat to global security, as it threatens current International efforts of disarmament and would inevitably lead to an arms race. South Africa considers the weaponization of space to include any space-based devices that have a potentially destructive capacity in Outer Space and upon any Celestial Body; including Earth. South Africa wishes to express its concern that any conflict in outer space would be devastating to both humanity and Earth's biosphere. For this reason, every attempt must be made to prevent an arms race in space, as an arms race would dramatically increase the chances of such a conflict occurring. The first steps in this process are the use of transparency and confidence-building measures (TCBMs) to build trust among member states. South Africa strongly supports the current TCBMs proposed by Russia and China along with the yearly adoption of PAROS as effective measures at preventing any further militarization and weaponization of Outer Space. In addition, South Africa will support any new resolutions that extend the weapons-free zone in outer space. All future resolutions addressing any of these issues should use the Geneva Conventions' Conference on Disarmament as a Guideline.

### **III. Implementation of the Convention on the Prohibition of the Development, Production, Stockpiling and Use of Chemical Weapons and on Their Destruction**

South Africa fully supports the Convention on the Prohibition of the Development, Production, Stockpiling and Use of Chemical Weapons and on Their Destruction (CWC) and wishes to express a sense of urgency in its implementation. With the escalating situation in the Syrian Arab Republic, South Africa believes that a political solution can be met through the cooperation of the United Nations, the League of Arab States, the States Parties of the Chemical Weapons Convention, and the Organisation for the Prohibition of Chemical Weapons (OPCW). Recalling General Assembly resolution 67/45, South Africa reaffirms that the implementation of the Convention has made major contributions to the elimination of existing chemical weapons stockpiles. States that have not yet become parties to the Convention should do so without delay. South Africa urges all current States parties to the Convention to fully comply with the verification system and to promote the accomplishments of all of the activities of the Convention. South Africa encourages the use of sub-regional workshops, such as the one hosted in Kievitskroon that brought together thirty five participants from the Southern African Development Community (SADC). Angola, which is not a State party to the CWC, also attended this SADC sub-regional workshop. Sub-regional workshops are effective tools in bringing together States parties and attracting States that are not parties to the CWC for the purpose of discussing matters related to the implementation of the Convention and to provide these States with expert knowledge from representatives of the OPCW. South Africa wishes to once more underscore the urgency in the situation in the Syrian Arab Republic and the importance of swift cooperation with the OPCW to ensure the removal of chemical weapons stockpiles from Syria and to ensure the safety of the Syrian people.

**Position Paper Rubric for Model United Nations** (Citation: Tina Zappile, adapted from UNA-USA (<http://www.unausa.org/>))

MODEL UN Position Paper Rubric	Above Average	Average	Needs Improvement	Major Improvement Necessary
<b>Reference to Committee Background Guide(s) and Assigned Topics as Identified in those Document(s)</b>	Thoroughly address all aspects of the tasks by accurately analyzing and interpreting most of the Background Guide documents and information on assigned topics.	Addresses most aspects of the task of address all aspects in a limited way, uses some of the Background Guide documents and information on assigned topics.	Attempts to address some limited use of the Background Guide documents and information on assigned topics.	Shows limited understanding of the task, with vague, unclear references to the Background Guide documents and information on assigned topics.
<b>Purpose</b>	Establishes and maintains clear focus; strong evidence of distinctive voice and appropriate (diplomatic) tone.	Focuses on a purpose, some evidence of voice and appropriate (diplomatic) tone.	Attempts to establish and maintain a purpose, little evidence of voice and appropriate (diplomatic) tone.	Limited to no awareness of audience or purpose, lack of an appropriate (diplomatic) toe.
<b>Reference to the Real World (existing treaties, UN resolutions, IOs, other key stakeholders)</b>	Frequent reference to international treaties, international organizations, and real-world stakeholders.	Numerous references to international treaties, international organizations, and real-world stakeholders.	Some reference to international treaties, international organizations, and real-world stakeholders.	Few to no references to international treaties, international organizations, and real-world stakeholders.
<b>Policy Development (Your recommended policies/actions)</b>	Depth and complexity of policies supported by rich, engaging, and pertinent details; evidence of analysis, reflection, and insight.	Depth of policy development supported by elaborated, relevant details.	Lack of elaborate policy development, unelaborated or repetitious details, few relevant details.	Minimal to no policy development, limited or unrelated details.
<b>Mechanics/Style</b>	Communicates with full control and understanding of conventions of English grammar and usage. Writes a well-developed essay, demonstrating clear plan of organization. Experiments with sophisticated language and varied sentence structures.	Communicates with average level of control and understanding of conventions of English grammar and usage. Writes a satisfactorily developed essay, demonstrating general plan of organization.	Communicates with partial level of control and understanding of conventions of English grammar and usage. Writes an underdeveloped essay. Uses familiar language and simple sentence structures.	Communicates with a lack of control and understanding of conventions of English grammar and usage. Uses inappropriate and/or incorrect language and sentence structures.

## **Model U.N. International Travel Team Guidelines for Publication of Student Experiences To be completed 60 days after travel**

### **Reflection Papers:**

Reflection and application are two critical components of the experiential learning cycle. The reflection paper is designed to encourage both of these processes while helping you move your understanding of various topics from theory to practice. Complete this assignment after you've finished your Model U.N. International conference.

There's some freedom to develop your reflection paper in the way that you want; however, there are guidelines and recommendations. The paper should be an original work between 3 and 5 pages (double-spaced) in which you:

- Demonstrate your understanding of the Model U.N. Conference experience
- Reflect on its significance
- Discuss its application in a specific professional environment (i.e. your intended field of work)

A typical paper might demonstrate the experiential reflection questions of *What?*, *So What?* and *Now What?* Summarizing the workshop (*What?*) should only be a preface to the real work of the paper. Discussing the significance of the workshop content (*So What?*) and the actual or hypothetical application of the workshop content into your professional activities (*Now What?*) are the core of the reflection. A paper might discuss the main themes, new information, and theories that you encountered and then discuss the use of the specific content from this workshop, conference, or course in the setting where you work. You can relay what you did (or intend to do), and then consider what worked well (or might work well), what was difficult, and what you would change or do differently next time around. While it's appropriate to discuss the usefulness of the workshop content in your future professional setting, an evaluation of the workshop itself or the presenter isn't specifically part of this assignment.

### **Online and Journal Entries Prior to and During Conference:**

Use the reflection paper guidelines above to publish mini-reflections on your experiences preparing and while at the Model U.N. conference.

Requirements: Each student should post two times/day.

### **Post-Conference Publication Guidelines:**

Samples of work (Stockton Times, Annual Report) will be provided to you to use as a template for your publication. External Affairs will help you with the finished product, however the student group is responsible for gathering and completing the product for review.

**From:** Douglas, Daniel **Sent:** Wednesday, February 19, 2014 1:42 PM **To:** 'William J Hughes' **Subject:** RE: International Model UN travel team project

Ambassador,

Tina will be thrilled to hear of your participation. We will be sure to provide you with the materials and a full brief on the sessions as we get closer.

Thanks so much for your help.

Best, Dan

**From:** William J Hughes [<mailto:ambjack1@aol.com>] **Sent:** Wednesday, February 19, 2014 12:28 PM **To:** Douglas, Daniel **Subject:** Re: International Model UN travel team project

Hi Dan:

I have been following the bizarre weather patterns throughout the Country. The children have kept us posted on your cold, wet and snowy weather in SJ.

The proposed International Model UN travel team project sounds very interesting. As long as I would be privy to the material provided to the students, I would be inclined to help Professor Zappile make it a challenging and productive project. Hope all is well with you and the Staff at the Center. Bill

**Subject:** RE: Invitation to talk to Stockton Model United Nations team in the Fall 2014  
**Date:** Friday, February 21, 2014 10:17:30 AM Eastern Standard Time  
**From:** Zhou, Jiangyuan  
**To:** Madeline Seidenstricker  
**CC:** Zappile, Tina

Dear Madeline,

This is great! You are a perfect person to work with on supporting Stockton's Model United Nations team. We are very pleased to have you in this project. Thank you very much!

We look forward to working with you!

Best,  
JY

*Jiangyuan (JY) Zhou  
Internationalization Specialist  
School of Education Office: J-212  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway NJ 08205  
609.626.5593  
609.626.5528 (fax)  
[JY.Zhou@stockton.edu](mailto:JY.Zhou@stockton.edu)*

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**From:** Madeline Seidenstricker [mailto:madelinequinn@hotmail.com]  
**Sent:** Friday, February 21, 2014 5:18 AM  
**To:** Zhou, Jiangyuan  
**Subject:** RE: Invitation to talk to Stockton Model United Nations team in the Fall 2014

Dear JY,

Thank you so much for your message. I am very glad to hear from you! I am well, thanks, and busy wrapping up evaluations for my desk officers before I begin the State Department retirement program on March 3. I hope you are well, too. My brother John told me you gave a great pre-semester presentation.

The possibility you propose sounds like an ideal first post-retirement assignment. My first Foreign Service temporary assignment was as a United Nations General Assembly reporting officer, and at my last teaching assignment with the International School of Kenya, preparation for the Model United Nations was a yearly focus. I have remained engaged in multilateral diplomacy throughout my career. One of my last projects will be organizing a meeting of the Washington-based Southern African Development Community Ambassadors next week.

The Foreign Service Institute (FSI) teaches several courses on multilateral negotiation. If you and Dr. Zapille think it might be helpful, I would be happy to reach out to FSI for ideas and start work on gathering suggested reading material to prepare Stockton's MUN team.

Best,  
Madeline

> From: [JY.Zhou@stockton.edu](mailto:JY.Zhou@stockton.edu)  
> To: [madelinequinn@hotmail.com](mailto:madelinequinn@hotmail.com)  
> CC: [Tina.Zappile@stockton.edu](mailto:Tina.Zappile@stockton.edu)  
> Date: Fri, 21 Feb 2014 00:39:36 -0500  
> Subject: Invitation to talk to Stockton Model United Nations team in the Fall 2014

>  
> Dear Madeline,

>  
> I hope this email finds you well.

>  
> The reason for this message is to ask you about the possibility of providing one or more short negotiation (or other international relations skills/knowledge) training sessions with the Stockton Model United Nations team in the Fall 2014 semester (between late September and late October). There is currently a proposal to fund their travel to the National Model UN (NMUN) conference in Rome, Italy in November of 2014. The group size for the global conference would be 5-7 students, a small group. The students could be required to read a book or complete other readings/exercises prior to meeting with you and afterward, as well, to ensure a high quality experience for both parties. We are interested in listing this as a training opportunity for selected student in the funding proposal for their travel costs, however this is also a longer-term opportunity to work with the larger Model UN team that competes at American conferences. The team is new however they are attending conferences this academic year in Washington DC and New York City.

>  
> I'm copying their advisor, Dr. Tina Zappile in this email. She is a political science faculty member researching and teaching international relations.

>  
> Your contributions to this project would be welcomed by our students and both of us. Thank you very much!

>  
> We look forward to hearing from you soon!

>  
> Best,

> JY

>

>

>

> JY Zhou

> Internationalization Specialist

> School of Education

> The Richard Stockton College of New Jersey

> 101 Vera King Farris Drive

> Galloway NJ 08205

> 609.626.5593

> 609.626.5528 (fax)

> [JY.Zhou@stockton.edu](mailto:JY.Zhou@stockton.edu)



Certificate of Completion

This is to certify that

*JY Zhou*

has completed the Qualifying Seminar for administration and interpretation of the Intercultural Development Inventory

*Baltimore, MD  
December 4-6, 2013*

*Mitchell Hammer*

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Mitchell R. Hammer, Ph.D.

## **Global Empathy and Political/Civic Engagement Survey Instrument**

Created for: Beers, Zappile, Raymond (2014) "Raising Global Awareness by Simulating Disaster? A Multi-Campus Assessment of Learning Outcomes Using a Policymaking Simulation in Post-Earthquake Haiti"

Note: The Global Empathy Scale is adapted from Bachen, Hernández-Ramos, and Raphael (2012)

### **Political Engagement Section**

- (6) Strongly agree
- (5) Agree
- (4) Somewhat agree
- (3) Somewhat disagree
- (2) Disagree
- (1) Strongly disagree

1. I am interested in political issues.
2. I think it is important to understand history, politics and contemporary social issues.
3. I would be willing to give up some free time to work for a political or social cause.

Thinking about the last 12 months, how often have you engaged in the following activities? (very often; sometimes; rarely; never)

- (4) Very Often
- (3) Sometimes
- (2) Rarely
- (1) Never

4. Read a newspaper or watched/listened to television/radio news
5. Attended a political meeting, rally, fundraiser or other political event
6. Participated in a protest, march or public demonstration
7. Talked about politics or government with family or friends
8. Volunteered to work without pay for a civic or community organization
9. Contacted a public official (including by email) to express your opinion



## Global Empathy Section

- (6) Strongly agree
- (5) Agree
- (4) Somewhat agree
- (3) Somewhat disagree
- (2) Disagree
- (1) Strongly disagree

1. I am aware of how the political and social rights (e.g., ethnic, racial, or gender) of people in other countries can be quite different from my own.
2. I am aware that people in other countries can have their freedoms or rights taken away.
3. I am aware of political, social, and economic barriers that lead to discrimination of people in other countries.
4. It is easy for me to understand what it would feel like to be a person living in a different country than my own.
5. I can relate to the frustration that some people of different countries feel about having fewer opportunities due to the economic, political, or social circumstances of their countries.
6. I feel motivated to help promote changes that improve people's living conditions in different parts of the world.
7. I am likely to participate in events that promote equal rights for people in other countries.
8. I feel supportive of those in other countries who may experience injustice because of their political or social (e.g., ethnic, racial, or gender) background.
9. I can see myself taking action (e.g., signing a petition or sending money) to help those in another country who are experiencing discrimination because of their political or social background.
10. I share the anger of those in other countries who face injustice because of their political or social (e.g., ethnic, racial, or gender) background.
11. I feel that being actively involved in global or international issues is my responsibility.
12. It is difficult for me to relate to stories about the political or social discrimination people from different countries face in their day-to-day lives.
13. I know a lot of information about social and political events that happen in countries other than my own.
14. I can learn a lot from people with backgrounds and experiences that are different from mine.
15. I think it's important to hear others' ideas even if I find their ideas very different from mine.
16. It is difficult for me to relate to people in other countries whose political rights or economic opportunities are quite different from my own.
17. I am interested in working in a country where injustice, discrimination, or poverty is common.

## Control Questions

1. What is your age? (\_\_\_\_ years old)
2. Gender (male; female)
3. Are you a citizen of the United States? (yes; no)
4. Approximately how many times in your life have you traveled outside of the United States?  
(\_\_\_\_\_)
5. Have you ever visited family members outside of the United States? (yes;no)  
If yes, which country or countries? (\_\_\_\_\_)

*The National Collegiate Conference Association  
and  
The Osgood Center for International Studies*  
recognize

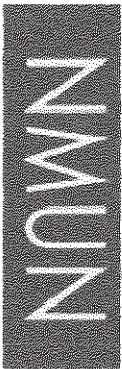
**South Africa**  
Richard Stockton College


as an


**HONORABLE MENTION  
DELEGATION**

at

The 2013 National Model United Nations•DC Conference



  
Kristina Getty  
Secretary-General

  
Cara Wagner  
Director-General

**RSC Model United Nations Presents:**



**“Millenium Development Goals:  
What’s Next?”**

**Faculty Panel Discussion Featuring:  
Maritza Jauregui, Janice Joseph, Melaku  
Lakew, Dana Rasch, and Tina Zappile**

**Campus Center Theater  
Tuesday November 19<sup>th</sup>, 2013  
6:00pm**

Cosponsored by the Political Engagement Living Learning Community  
ULTRA credit for Stockton students



*This flier is not an official publication of the Richard Stockton College of New Jersey, but is published by the Political Engagement Living Learning Community and the RSC Model United Nations, a student organization funded from the college's activity fee. The views expressed do not necessarily reflect the opinions of the Richard Stockton College of New Jersey.*



Join the RSC Model United Nations in...

## The Syrian Crisis: A Mock UN Debate

Come out and enjoy a *simulation of a real UN Security Council meeting*

Thursday, April 25th  
Alton Auditorium  
5:00 pm

Cosponsored by:  
Economics Society and Debate Team



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