

Faculty-Led Education Abroad Program (FLEAP) Full Proposal (Phase 2)

Thank you for completing our FLEAP Interest Form (Phase 1)! Now, please complete Phase 2 to submit your full proposal for a faculty-led education abroad program. It will be reviewed by the FLEAP Reviewing Committee made up of former FLEAP faculty, other faculty, International Affairs staff, and a student.

Our review will evaluate the curriculum, its relevance to the proposed program site(s), and your expertise in the subject matter, and/or location(s). Student interests, costs, support from your department, and potential for long-term sustainability will also be factors. We will keep in mind existing Education Abroad programs, locations and subject areas to ensure diversity and breadth of options.

Please Note: Additional information may be required prior to the delivery of a final decision; we may not accept every proposal; or, we may ask that you run your proposed program at a later date. Approved proposals will commence to Phase 3, where faculty will select a Third-Party Provider (TPP) to build their FLEAP. **Questions?** Please see the [FLEAP FAQs](#) and/or email educationabroad@ucr.edu.

For best practices and additional information on faculty-led education abroad programs, please refer to the [Forum on Education Abroad Standards](#).

First Name
Last Name
Email
Mobile Phone

Academic Appointment and Department

Name of Academic Department Chair

Has your department chair approved this program? yes no

Proposed Program Title *"DELICIOUS ITALY: Specialty Farming, Food Production, and Agriculture's Environmental Footprint in Northern Italy and Parallels to California"*

First course title and number (and any approved cross-listings)

ENSC 190: Special Studies [4 units]

ENSC 190 Special Studies 1 to 5 variable hours. Prerequisite(s): upper-division standing and consent of instructor. Special studies as a means of meeting special curricular problems. Graded Satisfactory (S) or No Credit (NC); however, students may petition the instructor for a letter grade. Course is repeatable.

Second course title and number (and any approved cross-listings)

ENSC 197: Research for undergraduate students [4 units]

ENSC 197 Research For Undergraduates 1 to 4 Research, 3 to 12 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; and consent of instructor. Individual research on a problem relating to environmental science to be conducted under the guidance of an instructor. Maximum of 4 units (with a letter grade) may count toward the upper-division elective requirement. Course is repeatable to a maximum of 8 units.

Please Note: Both courses must be listed in the [UCR General Catalog](#).

Select desired UCR Summer Session term:

Session A: Late June to late July
 Session B: Late July to early September
 Session OTHER - Click or tap here to enter text.

Location 1 (City, Country): Padua, Italy

The University of Padua will be the central hub for this FLEAP. Padua is conveniently located in the inland Veneto Region, very close to many gastro-agricultural locations of interest for didactical day trips.

Do you need classroom space? If you need classroom space, **list the equipment needed** (Ex. whiteboards, smartboards, projectors, etc.)

Yes, classroom space is needed. A Projector and wi-fi internet connection will be needed. Students will be expected to bring their laptops for ENSC 197.

The Department of Agronomy, Food, Natural Resources, Animals and Environment of the University of Padua (UNIPD), will kindly provide one of the classrooms in the Education building within their Agricultural Experimental Station (AES).

If you need a classroom space, **list days of the week needed** (Ex. MWF / M-Th)
MWTTh

If you need a classroom space, **list hours needed and timeframe** (Ex. 4 hours per day, 8am-12pm)
4 hours per day, 8:30am-12:30pm

Do you have any other classroom needs or requests? If yes, please provide more details.
NO

Do you plan to include a Teaching Assistant (TA)? If yes, please provide more details, and explain the rationale. A TA is optional, and will depend on the number of students. While a TA is allowed, it may increase costs to students' program fees. In working with a Third-Party Program provider (e.g., CAPA, ISA/Worldstrides), many provide on-site ground support and assistance and educational support services.
NO. DAFNAE offered support from their faculty/staff/students.

Do you plan to take students on excursions? If yes, please provide more details, such as if the excursions require a fee, entrance type/level, and/or if you need guides.
Students will be taken on excursions to several locations in the Veneto Region. Excursions will be beneficial to the students primarily in two ways: (A) experiencing Veneto's food and agriculture (fundamental to the activities of ENSC 197), and (B) living the local culture.
Tentative list.

ONE-DAY EXCURSIONS (EVERY FRIDAY, FOR FIVE WEEKS)

- 1) Prosecco Valdobbiadene Area (UNESCO World Heritage site: <https://whc.unesco.org/en/list/1571>) and one local winery. In this visit, students will learn about DOCG (Denominazione di Origine Controllata e Garantita – *This classification is the highest classification Italian wines can be awarded. It means that, for each bottle, there are controlled production methods and guaranteed wine quality with each bottle*).
Tour Reservation is needed; Group tours are provided; Prices vary from experience level and by-winery; guided tours in English may be provided (depending on the winery), Information about the area and local wineries can be found at <https://www.coneglianovaldobbiadene.it/>.
Third-Party provider my work with Scudiero to identify a candidate winery for the visit.
This is a one-day excursion, a private tour bus is probably the best way to reach the destinations on this excursion.
- 2) City of Feltre & Dolomites National Park (UNESCO World Heritage site <https://whc.unesco.org/en/list/1237>). On this excursion, students will learn about the

Dolomites National Park (<https://www.dolomitipark.it/en/>) and how local farmers (<https://www.dolomitipark.it/en/visiting-the-park/typical-products/producers/>) co-exist with the protected landscape of the Dolomites. A guide may be needed depending on the selected location.

After a long morning in the National Park, the students will visit a historic local brewery <https://www.labirreriapedavena.it/> (active since 1897), where they will be able to have lunch with food from the Dolomites National Park. After lunch, the students will learn about local practices for beer brewing in the brewery's museum. One-hour tours (Euro 10 per person) are provided in Italian by the museum staff. A translator will be needed.

This is a one-day excursion, a private tour bus is probably the best way to reach the destinations on this excursion.

- 3) City of Bassano and Grappa and grappa distillery. In the morning, students will visit the City of Bassano del Grappa. The city was founded in the 2nd century BCE by the Romans. The city still carries some scars from local WWI and WWII -related history. Local food can be experienced at any of the famous local restaurants (Scudiero is very familiar with his area,

After lunch, Students will visit the Poli distillery

(<https://www.poligrappa.com/eng/geography/visit-poli-distillery.php>). From the distillery's website: "Poli is the only Italian distillery chosen by the famous travel guide Lonely Planet among the 10 craft distilleries in the world worthy to be visited". Reservation is needed. Guided tours in English are provided. One-hour visits have a fee of EUR 8 per person.

This is a one-day excursion, a private tour bus is probably the best way to reach the destinations on this excursion.

- 4) The city of Venice. Venice is the Capital of the Veneto Region. It is a UNESCO World Heritage site (<https://whc.unesco.org/en/list/394>). A convenient 20-30 minute train ride from Padua. Guided tour in the morning to one or two selected locations, Free exploration of the city for the rest of the day. Fees and reservation needs depend on the locations/museums that we will visit.

- 5) The city of Verona. UNESCO World Heritage site (<https://whc.unesco.org/en/list/797>). The roman arena and the house of Juliet (from William Shakespeare's play) are possible cultural sights and visits. A 20-minute bus ride away from the city is one of Northern Italy's most famous areas for extra virgin olive oil production, which can be visited as part of the ENSC 197 activities.

<https://www.amaronetours.it/olive-oil-verona> ;

http://www.veronissima.com/sito_inglese/html/verona-olive-oil.html .

Fees and reservations may be needed to book tours of the olive orchards and the facilities where oil is produced.

HALF-DAY EXCURSIONS (EVERY WEDNESDAY, FOR FIVE WEEKS)

- 6) Local dairy farm and local cheese factory. Cheese, such as Asiago and Grana Padano, is one of the most important food exports for the Veneto region. Students will visit a local dairy farm (the experimental dairy farm within UNIPD's AES is an option) and a local cheese factory(e.g., <https://www.caseificiobarbarano.it/>). Guides may be provided locally; a translator may be needed.
This is a half-day excursion; a private tour bus is probably the best way to reach the destinations on this excursion.
- 7) The city of PADOVA (Historic sites – Pre-roman + Roman + later). Padua's fourteenth-century frescos locations are UNESCO World Heritage sites <https://whc.unesco.org/en/list/1623>. A guide, admission fees, and reservations may be needed. Students can walk or take public transportation to the destination(s).
- 8) UNIPD's Botanical Garden (orto botanico), a UNESCO World Heritage site <https://whc.unesco.org/en/list/824> . Owned and maintained by the UNIPD, Padova hosts the world's oldest botanical garden. Students can walk or take public transportation to the destination.
- 9) Salumificio, for example <http://salumificiofontana.it/en/>. Cured meats (prosciutto, salame, mortadella) are a core component of Veneto's gastronomic/agricultural culture and economy.

Are you open to suggestions of other excursions?

Yes.

Program Narrative

1. **Program Description:** Define the program in terms of subject matter, learning outcomes, instructional models and the UCR courses to be taught on-site. This program explores (and experiences) the agricultural systems and their environmental footprints of North-eastern Italy and California, through traditional lectures, active learning, excursions, and student-led research. Focus is given to the history, culture, and economic, environmental, and social sustainability aspects of agriculture in Veneto (and parallels to California). Many food products of Veneto agriculture (e.g., wine, distillates, cheese, cured meats, specialty crops) are also produced in California, but with different management approaches and in different environmental conditions. The two regions, however, share similar concerns about the environmental implications of agriculture (e.g., water pollution, climate change, soil degradation). The ag-environment-societal nexus will be thoroughly discussed in the program. Lectures from local faculty and graduate students will enrich the conversation. Trips (with hands-on, e.g., taste tests) will give the opportunity to the students of gaining first-hand experience in the food and agricultural production in Veneto.

Upon completion of this program, students should be able to:

- (1) Understand the relationships between environmental footprint and agricultural production in Veneto and California

- (2) Become proficient at identifying the farm-to-food process for most food products consumed by the general public;
- (3) Learn to understand and identify similarities and differences in agricultural systems in different areas of the world.;
- (4) Have a basic understanding of the agricultural causes of environmental degradation; and
- (5) Have a basic understanding of tradeoffs between economic, environmental, and social sustainability.

The instructional model for this program is as follows. Students will either take (1) ENSC 190 and ENSC 197 (undergraduate students)

For graduate students, ENSC 190 and ENSC 297 may be provided instead.

- a) ENSC 190 (Agriculture, Food, and Culture in Veneto) will be delivered through guest lectures at the University of Padua and the half-day field trips. The students will dedicate 3 days/week (two 4-hour days lecture days and the half-day local excursions) for 5 weeks to activities of ENSC 190. Students will be given time to complete their subsequent individual final reports.
- b) ENSC 197 will be provided as mentored research (at least 4 hours/week for 5 weeks) and through the five 1-day excursions (approximately 8 hours per excursion). The 1-day field trips will allow students to experience and describe landscapes, environments, and agricultural systems across the Veneto Region. Independent research will be expected from the students. Students will be given time to complete their subsequent individual research reports and are expected to present their results in a short presentation during the last in-class session.

2. **Course Selection:** You will offer two courses, 8 units total; they can be either both lower division (enrollment minimum = 12) or upper division (enrollment minimum = 8), or a mix. See the [UCR Catalog](#). Students will take ENSC 190 for 4 credits and ENSC 197 for 4 credits.

3. **Location Rationale:** What advantages (academic, professional, experiential) come from teaching these courses at the selected location?

The Veneto Region (Capital city: Venice) is a vital area for Italy's agriculture, growing and producing products that are enjoyed world-wide, such as wines (Prosecco, Valpolicella, Amarone), olive oil, cheese (Asiago, Grana Padano), vegetable (Radicchio). Such highly-specialized and sophisticated agriculture has a lot of similarities with agriculture in California.

The in-class portion of the program will be developed in collaboration with the University of Padua's (UNIPD) Department of Agronomy, Food, Natural Resources, Animals and Environment (DAFNAE). Founded in 1222, the University of Padua (UNIPD) is the world's fifth-oldest university (in continuous operation). UNIPD recurrently ranks first in Agricultural Sciences in Italy. Students and faculty from UNIPD are usual short-term visitors of UC Riverside. This FLEAP will strengthen the relationships between the two institutions.

Additionally, Padua is ideally located close to the proposed excursion locations. Many of the excursion locations are HUNESCO World Heritage sites.

This program has the advantage of introducing students to a foreign food production system but teaching about parallels with the California agricultural system. The active learning and comparative approaches employed in this FLEAP will widen the students' environmental and agricultural sciences perspectives and toolkits.

4. **Local Expertise:** Describe your experience living, working, or traveling in the location, as well as fluency in any local languages, if any.

I am a Veneto native. I am a native speaker of Italian (the local official language) and Venetian (the unofficial language spoken by most people in the Region. I am an Italian citizen and have a valid Italian driver's license.

I did most of my university education with the University of Padua. I was awarded my Ph.D. in the "Crop Science" graduate school of the Department of Agronomy, Food, Natural Resources, Animals and Environment. I am familiar with the location of the in-person classes. I am familiar with the city of Padua (the main city in the county I was born and raised in). The local co-instructor, Prof. Francesco Morari, was my Ph.D. advisor.

Coming from a farming history, I am particularly familiar with Veneto, its agricultural system and the environmental problems related to agriculture. I am familiar with most of the locations that I proposed for excursion destinations.

5. **Guest Lecturers:** List in-country faculty/guest speakers, and aspects of the host culture and environment that will be woven into the program and courses. Do you intend to provide an honorarium?

This program will be co-led by Professor Francesco Morari (<https://www.dafnae.unipd.it/en/Morari>), chair of Soil Conservation and Soil Physics at the Department of Agronomy, Food, Natural Resources, Animals and Environment of the University of Padua. Dr. Morari is also an adjunct Professor at the Crop & Soil Department, University of Georgia, USA.

Students will interact with Dr. Morari and graduate students from DAFNAE during the in-class sessions. In particular, the graduate students will help Dr. Morari in presenting current research, knowledge, and environmental issues related to Veneto agriculture. UCR students will be directly exposed to many agricultural areas, physical geography, and landscapes of Veneto, Italy. They will mingle with Italian students and instructor(s), and interact with local/regional cultures both during their stay in Padua and the planned excursion.

As part of getting to know, experience, and understand Veneto's agricultural system, the students will also be exposed to local cuisine and food products. The students will also be exposed to local music, entertainment and culture through outings planned throughout the program and/or independent outings that Scudiero will suggest to them.

6. **Other Logistical Arrangements:** Please describe other logistical arrangements, including your specific housing needs/accommodations, if any.

There are many private student dormitories in the city of Padua that are likely available during the summer. Scudiero is happy to help the local third-party provider in identifying where the students can lodge during the FLEAP.

It may be advisable to hire the same translator for all excursions. Teachers (always looking for some summer salary!) at The English International School of Padua (<https://www.eisp.it/>) may be a good option.

Instructor: Elia Scudiero.

No accommodation arrangements are needed for me. I will need a car rental and mileage reimbursement for the duration of the FLEAP.

7. **Student Enrollment and Program Marketing:** Identify the target audience for your program, considering the number of students who need the course for major/minor requirements, if the course will satisfy breadth requirements, and how many students generally take the course on campus. If possible, provide evidence of student interest. The target audience is undergraduates (and, to a lesser extent, graduate students) in Environmental Sciences, especially those specializing in soil science. Students from agriculture-oriented majors within CNAS are also the target audience.

Both ENSC 190 Special Studies and ENSC 197 Research for Undergraduates are elective courses that can be counted toward the 20 hours of upper-division electives for the BA or BS degree in Environmental Sciences.

ENSC 190 can be counted as graduate credit when taken concurrently with ENSC 292 Concurrent and Advanced Studies.

8. **Recruitment:** Indicate your availability to recruit students via information sessions, class visits, tabling, and other forms of recruitment, which typically happens fall and winter quarters. Please note: FLEAP is “open enrollment”

I am available anytime for all of the above outlets to get the word out and recruit the necessary number of students for this course.

9. **Diversity, Equity & Inclusion (DEI):** Please share your ideas on how you will incorporate DEI into your curriculum and outreach strategies. Please see [NAFSA Resources for Supporting Diversity and Inclusion in Education Abroad](#), [Forum on Education Abroad Standards](#), and Forum’s “[Responsible Education Abroad: Best Practices for Health, Safety, and Security](#).”

As a First-Generation college student and graduate, a former exchange student, and a current expat, I firmly believe that study abroad programs provide an incomparable personal, academic, and professional growth opportunity for students of all ages. This is particularly true for students coming from unprivileged backgrounds, who would likely never had the chance to gain foreign experience without the opportunity to participate in a FLEP.

Italy is a fairly homogeneous and non-diverse country. However, because it is located in the center of the Mediterranean Sea, it has been influenced by many cultures throughout the centuries. Specifically, the University of Padua (UNIPD) has a track

record of welcoming people from everywhere since it was established in 1222. Notable American alumni include Nathaniel Eaton (1610-1674), Ph.D. and M.D., first Head Master of Harvard College.

Notably, UNIPD was the first university to award a degree and a Ph.D. (in 1678!) to a woman, Dr. Helen Cornaro (https://en.wikipedia.org/wiki/Elena_Cornaro_Piscopia). The UCR students will learn the story of Dr. Cornaro when visiting the UNIPD museum.

This FLEAP aligns with UCR's priorities to increase prosperity in Southern California, California, and in the US. In specific, UCR OASIS

(<https://news.ucr.edu/articles/2021/06/16/campus-community-gets-first-look-oasis>) initiative aims to increase the access of UCR students (particularly from underserved communities) to highly-paid agricultural careers.

This FLEAP also aligns with other activities led by Scudiero, such as the Digital Agriculture Fellowship (<https://ai4sa.ucr.edu/student-opportunities>).

A particular effort will be put into advertising this FLEAP to transfer (Agriculture) students coming from minority-serving colleges (e.g., RCCD, Imperial Valley College, College of The Desert, Bakersfield College).

Funds within the UCR Department of Environmental Sciences will be sought to lower the cost of the FLEAP. If funds are secured, such support opportunities will be advertised to students having experience with agricultural areas in Inland Southern California. Priority will be given to students in greater need of financial support.

Padua County ("Provincia di Padova") is very safe. It is a low crime and low violence city/area in comparison to other Italian areas

(<https://www.statista.com/statistics/664040/top-provinces-for-crime-rate-italy/>) – Please notice that Italy is remarkably safer than the US and Southern California.

10. **United Nations Sustainable Development Goals (SDG):** Education abroad is part of the travel industry, which produces large amounts of carbon emissions. To minimize our footprint, we must do more to create sustainable education abroad programs as much as possible, in addition to ensuring our programs meet DEI goals from question 9. From the seventeen SDGs, please select at least one goal to integrate into your program design (you may address more than one, if desired). Please explain how your program will address your selected SDG. Together, we can help students develop a well-rounded understanding of how global challenges need to be addressed! This FLEAP's focus on agriculture (and food production) and its environmental footprint in Veneto and California align very closely with the *Zero Hunger* (Goal 2), *Climate Action* (G. 13), and *Life on Land* (G. 15). This FLEAP will discuss the need and opportunities to leverage highly diversified agricultural systems (such as Veneto's and California's) to meet the food and fiber needs for the growing world population. Food and Fiber production often carry a hefty price tag in terms of environmental footprint (e.g., soil degradation, water and air pollution, and climate change). The FLEAP will discuss Veneto and California agriculture impacts on the environment and challenges and opportunities to reduce agriculture climate impacts and live in better holistic symbiosis with terrestrial life.

Course Syllabi – Please attach sample(s) or working draft(s) of course syllabi for each course, and include excursion ideas with a day-by-day breakdown, if possible, and HOW they complement the UCR coursework.

[The working draft of a combined syllabus for ENSC 190 and ENSC 197 is attached as a separate document.](#)