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Respondent

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Anonymous

16:12

Time to complete

Application Information

1. Name: *

Geri Ulrey

2. GCC Title/Position: *

Professor and Chair of Film, TV and Media Arts

3. Department: *

FTVM

4. Campus: *

Verdugo

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6. Phone: *

323-356-3278

7. Dean or Department Head's Name: *

Peter Green

Project Proposal

8. Name of Project/Program: *

FTVM Documentary Program Development and Growth Support

9. Please select which category best describes your project: *

- Arts & Culture
- Athletics & Fitness
- Career & Work Training
- College Operations & Facilities
- Humanities/Social Sciences
- Science & Technology

10. Amount requested: *

\$61,330

11. What do you propose to do? *

We at the beginning of building our program (and seeking sources of sustainable funding). This request is designed to build the broader documentary program, including FTVM 271, FTVM 46 Documentary Field Studies, advanced documentary production courses, and future Planet Story Lab cycles. As the program is emerging, I propose to strengthen GCC's emerging Documentary Film Production Program by supporting guest speakers, community collaborators, visiting filmmakers, curators, and specialized documentary equipment that will serve students across the documentary curriculum.

Funds would support community members, filmmakers, scholars, curators, and topic-specific experts who can work directly with students as they develop documentary projects connected to place, community, culture, environment, and lived experience. These guests may include community knowledge-holders connected to a specific Planet Story Lab theme, documentary filmmakers who can mentor students in production and ethics, and curators who can design film programs that deepen students' understanding of documentary practice across cultures. One proposed use is to bring a curator, filmmaker, or community-based film programmer to Baja to present a Spanish-language film screening or short film program as part of the field studies experience.

The proposal also includes documentary production equipment, with a focus on building the underwater and field-production leg of the documentary program primarily at the Baja Field Station. The requested equipment would include additional Sony FX6 camera packages, Sony zoom lenses for underwater rigs, six water rigs/housings, underwater support accessories, and onboard monitors for verite on land. This equipment would allow students to work with more professional documentary tools in field-based environments, including Baja, and would support safe, supervised, hands-on instruction in documentary cinematography.

12. Who will be involved in the project/program? *

The project will involve GCC students enrolled in the Documentary Film Production Program and related FTVM courses, including foundational documentary production (FTVM 271), advanced documentary production (FTVM 282), Documentary Field Studies, Baja-based coursework, and Planet Story Lab courses. While some courses may be organized around a shared theme, such as a Planet Story Lab cycle or a field studies focus, this support is intended for the broader Documentary Program and will also serve student-led projects in which individuals or teams identify their own subjects, communities, questions, or areas of inquiry.

Students will work with FTVM faculty, professional documentarians, curators (in Baja), community members, researchers, local knowledge-holders, visiting artists, and subject-area experts connected to the stories they are pursuing. Depending on the course or project, collaborators may include filmmakers, cultural workers, community organizations, historians, activists, artists, scientists, environmental educators, Baja-based partners, or community members engaged with a socially relevant issue, cultural practice, place, or lived experience that students are documenting.

This funding would support both the equipment students need to produce documentary work and the people who can help deepen their understanding of the topics they choose to explore. For example, students in FTVM 271 may develop individual or team projects based on subjects that emerge from their own communities, while students in Baja may pursue stories that are environmental, cultural, historical, artistic, or community-based. In each case, guest speakers and collaborators would help students engage more thoughtfully with the people, places, and issues at the center of their films. The goal is to strengthen documentary education by bringing students into contact with the communities, experts, and lived experiences that expand documentary beyond technical production into research, ethics, listening, and community engagement.

13. What are the benefits of this project/program to the students, college, and the community? *

Students will benefit from direct access to professional mentorship, community knowledge, cultural programming, and industry-standard documentary equipment. Guest speakers and collaborators will help students understand documentary not only as a technical form, but as a practice rooted in listening, research, ethics, relationship-building, and responsibility to the people and places being represented. Equipment support will give students more equitable access to tools they would not normally be able to afford, including cameras, lenses, underwater rigs, and monitors used in professional field production.

The college will benefit by strengthening a distinctive documentary program that combines career technical training, arts education, cultural engagement, and community-based learning. This project supports GCC's ability to offer innovative, hands-on learning experiences that connect classroom instruction to real-world documentary practice. It also helps position the FTVM Documentary Program as a unique regional pathway for students interested in documentary, unscripted production, environmental storytelling, and community-based media.

The community will benefit because students will be better prepared to tell thoughtful, place-based stories that emerge from real relationships with people, communities, and environments. The project creates opportunities for community members, filmmakers, and curators to participate in and impact student learning, while also supporting screenings, public dialogue, and documentary work that can increase visibility around local, regional, and cross-border stories.

14. How does this project/program support the College's Institutional Strategic Plan? *

View ISP at <https://www.glendale.edu/home/showpublisheddocument/68172>

This project supports GCC's mission to empower students to transform their lives through educational, career, and community partnerships. The Documentary Program does this by giving students practical creative skills, professional mentorship, and meaningful opportunities to connect their education to work, community, culture, and the world around them.

The project supports Priority A: Inclusion by expanding access to professional-level documentary training and by bringing community voices directly into the classroom and field studies experience. Students from diverse backgrounds will have opportunities to work with community members, filmmakers, curators, and local experts whose perspectives broaden the curriculum and help students see their own communities as worthy of serious artistic and documentary attention.

The project supports Priority B: Success by building students' creative, technical, and career skills through hands-on documentary production. Students will learn interviewing, field research, cinematography, sound, editing, ethical engagement, and project development while working with professional equipment and mentors. This strengthens students' preparation for transfer, employment, internships, freelance work, and continued study in film, media, journalism, environmental communication, and related fields.

The project supports Priority C: Support by strengthening the physical, technological, and instructional resources needed for students to complete ambitious documentary work. Access to cameras, lenses, underwater rigs, monitors, and field-production tools reduces barriers for students who cannot purchase or rent professional equipment on their own. The project also supports belonging by creating a cohort-based environment where students learn collaboratively through shared projects, field experiences, screenings, and mentorship.

15. Timeline for the project/program. *

Summer/Fall 2026:

Organize and gather guest speaker and collaborator list; identify possible community partners, and filmmakers; begin purchasing approved equipment; prepare equipment for checkout and instructional use.

Fall 2026 – Spring 2027:

Integrate guest speakers, community collaborators, and visiting filmmakers into FTVM 271, documentary production courses, FTVM 46 - Planet Story Lab activities, - and related field-based documentary work. Begin using new equipment in classroom instruction, exercises, student projects, and supervised field production. Screen student projects at the end of each semester.

Spring/Summer 2027:

Use equipment and guest programming to support Documentary Field Studies, including possible Baja programming such as a Spanish-language film screening or curated documentary program. Evaluate student work, collect feedback, assess equipment use, and document impact.

End of Grant Period:

Compile outcomes, student feedback, sample projects, screening materials, and recommendations for future documentary programming.

16. How do you propose to use the funds requested? Please include specific budget information. *

I. Guest Speakers, Community Collaborators, Travel, and Materials — \$16,000

\$7500: Honoraria for guest speakers, community experts, filmmakers: 10 guests at approx. \$750 each
 \$3,000: Guest filmmaker mentorship, production workshops, or critique sessions
 \$4,500: Production and Research Expenses (materials, screening support, production/screening supplies, field collaboration support, transportation)
 \$15,000.00 (subtotal)

***Please Note: Although the FTVM Department will continue to pursue Career Education funding where appropriate, the guest speaker and community collaborator portion of this request cannot be fully supported through Perkins or Strong Workforce funds because many of these speakers are not being brought in for direct workforce training. Instead, they may include community members, curators, artists, researchers, environmental experts, local knowledge-holders, or subject-area specialists connected to the specific themes students are pursuing in their documentary projects. Their role is essential to documentary education because students need access to people, communities, histories, places, and areas of knowledge that deepen the ethical, cultural, and research-based dimensions of their work. This support fills an important gap by funding the community-based and humanities/cultural components of documentary learning that are necessary to the program but do not always fit within Career Education funding restrictions.

II Documentary / Underwater Field Production Equipment — \$80,806

\$16,575: Sony zoom lenses for underwater rigs, tax included 6 units
 \$13,260: Water rigs / housings / cages, tax included 6 units
 \$9,865: Underwater rig support accessories, including lens ports, adapters, caps, zoom gear controllers, dome ports, adaptors, and cases, adjusted for six rigs 6 sets
 \$6,630: Camera onboard wireless monitors and mini wireless monitors 8 total \$6,630
 \$46,330.00 (subtotal)

Total Request: \$61,330

*** Please Note: While the Foundation has previously supported Planet Story Lab programming, that prior support did not include documentary production equipment. In addition, the FTVM Department did not receive Perkins or Strong Workforce funding (nor Institutional Funding via Program Review) for the coming year to support this gear and equipment need. This proposal therefore includes a separate equipment request to build the production capacity needed for documentary coursework, field studies, and underwater documentary training.

17. Please list any other sources of funding you have applied for and include dollar amounts if already awarded. *

The FTVM Department has pursued and/or plans to pursue Perkins, Strong Workforce, and other Career Education funding for equipment, technical training, and workforce-aligned program needs. However, those funds cannot fully support the guest speaker and community collaborator portion of this proposal, particularly when speakers are community members, curators, researchers, local knowledge-holders, or subject-area experts tied to student documentary themes rather than direct workforce training. Foundation support would therefore fill a critical gap by supporting the cultural, community-based, and research-centered dimensions of documentary education.

Additionally, this past year we got very limited funding for equipment for CE and the institution at large through program review. We are limited in what we can do to support and expand the growing documentary program and need to seek funding for underwater gear and monitors from other sources.

18. How will the Foundation's support be recognized? *

The Foundation will be acknowledged:

- On student films and screening events
- On promotional materials, course website, and social media
- In community press releases issued by FTVM Department and Planet Story Lab

19. How do you plan to evaluate this project's success? *

Success will be evaluated through both quantitative and qualitative measures, including the number of guest speakers, workshops, screenings, and community collaborations supported; the number of students served across documentary courses; student feedback and reflection; completed documentary exercises or projects; equipment usage; and the quality and ambition of student work made possible by the new equipment.

The program will also assess whether the guest speakers and equipment helped students deepen their documentary practice, develop technical confidence, understand ethical fieldwork, and connect their projects to community, culture, place, and lived experience. Feedback from students, faculty, guest collaborators, and community participants will inform future planning.

20. If your project/program is successful, how will it inform your practice moving forward? *

If successful, this project will become a model for building a stronger, more connected documentary pathway at GCC. It will help establish a sustainable structure in which the Documentary Program regularly brings in community voices, filmmakers, curators, and topic experts while giving students access to professional field-production tools. The model can be adapted across future Planet Story Lab themes, FTVM 271, advanced documentary courses, and field studies experiences in Baja and Los Angeles.

The project will also help inform how we teach documentary as both a creative and civic practice. Moving forward, it will guide curriculum development around field production, underwater and environmental cinematography, ethical engagement, Spanish-language and cross-cultural film programming (through possibly bringing curator to field station), community collaboration, and professional preparation for students entering documentary, unscripted media, journalism, environmental communication, and related fields.

21. Please provide a 2 – 3 sentence summary of your project proposal. *

FTVM Documentary Program Support will strengthen GCC's emerging Documentary Film Production Program by funding guest speakers, community collaborators, filmmakers, curators, materials, travel, and specialized documentary production equipment. The project will support students in foundational, advanced, field-based, and Planet Story Lab courses by giving them access to professional mentorship, community-based learning, and industry-standard field production tools, including underwater documentary equipment.

Signature and Acknowledgments

22. I hereby acknowledge/certify: *

- My Dean or department head is aware of this application and has authorized its submission.
- If my proposal involves the hiring of temporary/contracted professionals, I will obtain approval from Human Resources before proceeding and will provide documentation to the Foundation that the hiring/contracting has been reviewed and approved.
- If my proposal involves conference and/or other travel, I will complete the GCC travel approval process and adhere to GCC travel guidelines.