

**Faculty Innovation in Global Learning Grants
Theme Descriptions and Proposal Information
DEADLINE: Friday, January 28, 2022**

Rutgers Global–Study Abroad seeks to ensure that all Rutgers students have access to opportunities for global learning that are academically rigorous, degree-relevant, culturally transformative, and that empower students to have an impact in local and global communities.

Consultation with Rutgers Global–Study Abroad is required during proposal development before Jan. 14, 2022, except for those grant proposals for Virtual Exchange Course Development only.

Maximum request per award (all grants except Virtual Exchange only): \$8,000

Award duration: up to 2 years

Maximum request per award Virtual Exchange Course Development only: \$2500

Award duration for Virtual Exchange Course Development only: 1 year

Faculty Innovation in Global Learning Grants are intended to support the development of new short-term study abroad or global-local learning programs that will:

- Provide a significant cultural immersion travel experience – domestic or international;
- Offer one or more units of academic credit, preferably with a course that is relevant to students' graduation requirements;
- Model best practices for reciprocity, including diverse and multidisciplinary perspectives, and for engaged scholarship;
- Create capacity for ten or more students to participate.

Grant proposals should include a statement in the proposal that addresses access and inclusion for all students. Priority will be given for those proposals that include at least one of the themes described below. Including more than one theme is allowed and encouraged. (Note that these are not intended to be separate grant opportunities).

Description of Themes: (proposals should address one or more of the following themes)

Increased Access – Global Learning for All

By expanding the classroom around the world, faculty-led programs have long been a cornerstone of the Rutgers study abroad portfolio offering innovative study, research, internship, and service-learning opportunities for students. Over 50% of Rutgers students who participate in a study abroad program do so via a faculty-led study abroad program. We seek to support the development of new study abroad opportunities that are tailored to increase access, affordability, and academic alignment. Programs with these goals in mind should:

1. Be organized around themes that are appealing to a wide variety of students;
2. Maintain the per-student cost of under \$2,500;
3. Offer credit that satisfies core/required courses consistent to ensure the timely completion of degree;
4. Create capacity for twelve or more students to participate.

International Service Learning

In view of Rutgers' deep engagement with local communities through service, this theme focuses on new and innovative faculty-led study abroad programs that integrate opportunities for global-local service and/or international service-learning. This theme emphasizes providing accessible global learning opportunities that bridge global and local issues, and that effectively integrate service and the academic course content. A service-learning experience places "intentional emphasis on critical reflection that connects the service to specific learning objectives" as part of a for-credit study abroad program.

Global-Local (Glocal) Learning

A core goal of Rutgers Global–Study Abroad is to "lead nationally with strategies for global-local (glocal) study abroad engagement." With that goal in mind, this theme is focused on developing new short-term models of programming that will offer a significant cultural and/or language engagement experience that bridges local and global issues—and promotes glocal learning. We define glocal learning as for-credit learning activities that combine both global and local perspectives. These activities may involve local programming, global exploration (study abroad), virtual online collaboration, or some combination of the three. The key is that, regardless of the mode of cross-cultural engagement, the pedagogical approach combines both local and global contexts and concerns.

Virtual Exchange Course Development

Virtual Exchange Course Development focuses on supporting faculty interested in developing undergraduate courses with an international partner that incorporate virtual exchange or collaborative online international learning (COIL) to connect students to work on collaborative projects. These courses generally include project and problem-based assignments and activities that provide undergraduate students with a variety of global engagement learning opportunities that do not require international travel. Proposals that are based on this theme must be a collaboration between Rutgers faculty and faculty from an international partner institution.

Proposals that are focused on this theme should

1. Meet the academic requirements and contact hours for a 3-credit course;
2. Offer students a global learning experience that is relevant to their degree completion requirements;
3. Are open to a majority of students with minimal or no prerequisites, if possible;
4. Will be offered in either the Fall 2022 or spring 2023 semesters;
5. Include 5 to 12 weeks of collaborative work between Rutgers students and students at the partner institution (the two courses do not need to be the same as long as they complement each other);
6. Utilize digital technologies to deliver project and problem-based course content;
7. Demonstrate learning outcomes that promote intercultural competence and address real-life global or local needs;

A proposal based on virtual course development must include a list of proposed activities, a draft syllabus/timetable, and a brief description of learning outcomes that promote intercultural competence and address real-life global or local needs.

Evaluation Criteria

The Review Committee will evaluate and rank all proposals. In selecting proposals to be funded, priority will be given to departments and programs that:

- Have already begun a program development effort, or have a documented commitment to initiating such an effort;
- Demonstrate a clear commitment to curricular alignment and offer a course of study that is relevant to students' graduation plans;
- Incorporate a plan for sustainability and have strong potential for a lasting impact on campus culture and practice;
- Offer innovative ways of engaging students in international dimensions of the field;
- Build on and enhance the linkages and partnerships with foreign institutions, international diaspora communities, NGOs and other civic organizations;
- Have strong support among the faculty; the program director, or the undergraduate and/or graduate directors and the department chair; and the school dean.

Criteria to be considered:

Access is Strongly Considered (50%): Program and proposal will be designed to intentionally address access and expanding participation to study abroad.

Impact and Quality (30%): The proposal should articulate a well-thought-out plan for developing a study abroad course and demonstrate both immediate and long-term benefits to students, the department, school, and/or university. Additionally, the proposal must contain creative ideas with a credible, appropriate, and attainable approach with respect to both academics and budget.

Cost Sharing (15%): The proposal should identify real cost sharing opportunities with a commitment or pledge of support, rather than just a statement of "potential" or "possible" sources of additional funds.

Assessment (5%): The proposal should clearly articulate and demonstrate a clear method of assessment.

While one-time projects may be considered, applicants will need to make the case for how such a one-time program could be continued and sustained in the future, or for the program's potential for broader campus impact.

Cohort Engagement and Note of Support for Emerging Models: Please note that we welcome proposals which articulate creative ideas that are aligned with our grant priorities but that may not yet be fully developed. Grantees will participate as a cohort in several workshops designed to introduce best practices in program development and share ideas for program development across schools and departments. We are encouraging faculty to explore new models of programming, and as such welcome proposals which demonstrate strong commitment to our core priorities, even if some program specifics (such as program location) may not yet be finalized.

Please note that the Faculty Innovation in Global Learning Grants grants are designed to serve as seed funding for sustainable projects that will be funded by other sources beyond Rutgers Global in the future.