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.

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.

Maximum request per award: $5,000 (for program planning and development).

* Note that cost share funds are strongly encouraged from departmental or other funding sources, as this indicates departmental commitment and sustainability for study abroad programs.

Award duration: up to 2 years

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 in Study Abroad

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
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. Programs with these goals in mind should:

1. Be designed to address three key principles: preparation, action, and reflection.
2. Offer credit that is open for majority of students with minimal or no prerequisites, if possible.
3. Create capacity for twelve or more students to participate.
4. Be offered in either the Winter 2024, Spring 2024 (embedded), or Summer 2024 terms.

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.

Proposals that a focused on this theme should

1. Demonstrate learning outcomes that promote intercultural competence and address real-life global or local needs.
2. Offer credit that is open for majority of students with minimal or no prerequisites, if possible.
3. Create capacity for twelve or more students to participate.
4. Be offered in either the Winter 2024, Spring 2024 (embedded), or Summer 2024 terms.

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:

Accessibility (50%): Program and proposal will be designed to intentionally address access and expand participation to study abroad, i.e., equal and equitable opportunities to take full advantage of this global learning experience.

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.

Program Sustainability (10%): The proposal should specify how the program will sustain itself over multiple years. Note that the Faculty Innovation in Global Learning Grants are designed to serve as seed funding for sustainable projects that will be funded by other sources beyond Rutgers Global in the future.

Assessment (10%): The proposal should clearly articulate a method for monitoring, evaluation and assessment of the project in the initial stages and ongoing.

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.