2016 Global Experiential Learning & Teaching (GELT) Grant Guidelines

Submission Deadline: March 25

The GELT program provides funds for advanced undergraduate seminars or capstone courses that embed an international travel component prior to, during, or at the end of the course.

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Eligibility
Regular and non-regular members of the Brown faculty who have led education abroad courses in the country in which the proposed GELT project will travel, and who benefit from an established relationship with colleagues at a university, cultural/historical organization, NGO, for-profit, or government entity in said country.

Structure
The GELT program offers two forms of support:

- **Phase I** provides up to $4,000 to support the development of a new course with an embedded short term education abroad component
- **Phase II** provides up to $35,000 to support travel, accommodations, and related costs, for one faculty member and up to 12 Brown students during the fall or spring semester or as a destination course during Wintersession.

Recipients of Phase I grants must commit to applying for Phase II in the following year.

Application Process
Applications for phase I and phase II (including Wintersession destination courses) are available on UFUNDS.

* See the GELT Wintersession/Destination Course Guidelines.
Phase I: GELT Curriculum Development

The applicant proposes to design an advanced seminar or capstone course that includes an international travel component. This phase provides support for the curriculum development component as a first step and enables the grantee to apply for competitive funding under Phase Two in 2017. Phase I Curriculum Development funds may be used during fall 2016 or spring 2017 to support costs associated with the development of course materials, research activities, and/or travel to the proposed site of study. It is expected that the faculty member will benefit from established relationships abroad that will ensure a proper articulation and future implementation of the proposed course. In addition, the faculty member is required to have led study abroad programs in the past.

Phase I examples:

- A faculty member in Archaeology has conducted research at a site in Sicily for the past three years. They are now proposing to create a course that will be informed by their current research and will include an on-site learning component in Taormina. Since they have long-standing ties with the Taormina Archaeological Museum housed in the Palazzo Badia Vecchia, on a Roman bath site, students will have access to the site, attend lectures, and be housed in nearby accommodations. Students will visit the Greek theater, built in the third century BC and renovated by the Romans; the medieval quarter and the Museum of Sicilian Arts and Traditions; and the Giardini-Naxos, where they will come in contact with excavations of the first Greek colony in Sicily.

- A professor of environmental studies proposes to design a course around a conference on climate change that is held annually in Brazil. While in Providence, students will address common questions of population displacement, climate change, and impact of the use of natural resources on local regions, and will have the opportunity to delve into the effects of climate change through rigorous study of current scholarship, travel to and attendance at the conference, and engagement with speakers from all corners of the world.

Phase II: GELT Curriculum Implementation

The applicant has developed a new or previously taught capstone or advanced seminar and considers that the intellectual framework warrants the inclusion of an international travel dimension. Such international study will allow faculty and students to engage in the subject matter beyond the traditional or virtual classroom experience by setting a context of “place.” If the course has not been offered previously, applicants should submit to the College Curriculum Council for approval as soon as possible. For this option, the curriculum for the course is determined, the readings and activities are set, and embedding the travel component would be seamlessly added to the existing structure. Applicants may offer the course in fall 2016 or spring 2017. If the applicant was awarded a Phase I Curriculum Development grant, they must ensure that the course is approved through the College Curriculum Council prior to seeking support for Phase II: Curriculum Implementation.

Phase II examples:
• An engineering professor has taught a capstone course “Engineering in the Global Economy” on campus three times. The aim of the course is to familiarize students with the political, socio-economic, and cultural elements that guide the work of multi-million dollar corporations in three distinct world regions. Students will come in contact with the high-tech, manufacturing, and medical industries through in-person and virtual meetings with senior executives, CEOs, venture capitalists, entrepreneurs, and government officials. The course includes lectures from seasoned leaders working in the global market and addresses common opportunities and challenges in their respective industries and geographic contexts. For this grant opportunity, the faculty member proposes a travel component to India for visits and meetings with enterprises that have been discussed on campus as case studies. Travel would occur during spring break and students/faculty would be housed in a centrally located hotel, which would allow for easy access to the companies and individuals identified in the case study, as well as the university with which the faculty member has academic ties.

• A literature professor’s advanced seminar on W.B. Yeats and Ireland centers on the author’s complex relationship with Celtic Ireland and Anglo-Ireland. Through the study of original texts and literary criticism, students are immersed in Yeats’ poetry and plays. To deepen the learning experience, the applicant proposes to include a 12-day excursion to Galway and surrounding areas at the end of fall semester to explore how Yeats created poetry of place by including elements of rural Irish life “to reclaim the soul of his country.” Students and faculty will visit sites at Gort, Sligo, and the Norman tower of Thoor Ballylee.

Proposal Requirements:

Applications for both Phase I and Phase II grants must be completed in UFUNDS (http://apps.college.brown.edu/UFUNDS).

Phase I applicants must include:

A) Narrative Description (5-8 pages maximum):

• Provide a brief explanation of the reasons for which you would want to develop a course that embeds an international education abroad component;

• Discuss your experience conducting research or teaching in the region/country where the study abroad portion would take place as well as all prior situations in which you have led a group of students abroad for study;

• Speak to the educational context, significance, and benefits that will be gained by engaging the students in this experiential learning opportunity including how international education expands our understanding of diversity in the academy and beyond;
• Describe how you plan to develop the course. Will you be traveling abroad to the site to solidify previous collaboration with an institution where students will be hosted? Will you be conducting research to strengthen the course content? Will you require the assistance of a student for research that will inform your course content?

B) Course Schedule: Provide a timeline for course development and include a proposed timeframe for the implementation of the course (fall 2016 or spring 2017).

C) Letters of Support/Commitment and CV:

• CV and evidence of previous work in the region/country where travel component will occur;

• Provide a letter of endorsement from one of the following: department chair /Center or institute Director. If you are the chair of the center or department, provide a letter from your supervisor. If additional funding is obtained from another office at Brown, include commitment of financial support in the letter;

• Provide a letter from the university, cultural/historical organization, NGO, for-profit, or government entity abroad that demonstrates evidence of prior collaboration; letter may be from a faculty member or administrator at said institution.

D) Detailed Budget, including:

• Estimated cost of travel, if deemed necessary, as a part of the planning phase; include hotel accommodations and meals: provide per diem cost and total cost for duration of the travel portion of the course; and

• Purchase of materials related to development of course.

Phase II applicants must include:

A) Narrative Description (8-10 pages maximum):

• Provide a brief summary of the proposed course;

• Explain the relevance of embedding an international study travel component in the course;

• Speak to the educational context, significance, and benefits that will be gained by students having access to this experiential learning opportunity including how international education expands our understanding of diversity in the academy and beyond;

• Describe how the course will be structured, what will be expected of the students in general, and then more specifically goals/expectations for the education abroad travel component;
• Address discussion topics, and if appropriate, the use of innovative technologies that will inform the pedagogy of your course in addition to the education abroad component;

• Indicate the procedure through which participants will be selected. Please provide a clear explanation of the evaluation of applications of prospective student applicants;

• Address any travel and safety concerns related to the study abroad destination you propose and indicate the steps you will to take to ensure the safety of participating students;

• Provide details of prior experience leading students on an education abroad program, particularly in the proposed destination.

B) Course Schedule: Provide a detailed syllabus with the travel component included. Indicate whether the course will be offered in fall 2016 or spring 2017.

• Include duration of proposed travel along with specific sites, as needed;

• Discuss plans for accommodations and your experience traveling to or conducting research at the proposed site; explain whether students will be hosted by the university where you have an existing partnership or at a nearby hotel. If at a university, please provide a letter of commitment from the hosting institution. If at a hotel, please provide the URL and evidence that accommodations for the entire group will be ensured at said hotel; provide duration of travel abroad and timeframe (during spring break, at the end of the semester, or winter break);

• Applicant must also include a note on the syllabus that clearly indicates the requirement for student participation in the education abroad component of the course.

C) Letters of Support/Commitment and CV:

• CV and evidence of previous work in the region/country where travel component will occur;

• Provide a letter of support from one of the following: department chair /Center or institute Director. If you are the chair of the center or department, provide a letter from your supervisor. If additional funding is obtained from referee’s office, include commitment of financial support in the letter;

• Provide a letter from the university, cultural/historical organization, NGO, for-profit, or government entity abroad that demonstrates evidence of prior collaboration; letter may be from a faculty member or administrator at said institution.

D) Detailed Budget with the following information separating travel costs for the faculty member and students:

• Estimated cost of transportation: round-trip airfare and ground transportation in-country;

• Estimated cost of supplemental health insurance provided by HTH Worldwide Insurance Services;
• If hotel accommodations are used, provide URL and cost per night as well as the duration of the stay;

• Meals: provide per diem cost and total cost for entire duration of the travel portion of the course.

FAQs

☐ Capstones and advanced seminar courses are generally capped at 20 students; this grant opportunity allows for up to 12 students to participate. How can I still offer the proposed course and cap at 12 students?

This grant opportunity is a pilot program aimed at promoting innovative teaching and enhancing the Brown curriculum; as a result, the Dean of the College will cap GELT courses at 12 students.

☐ I would like to propose a course under Phase II but would benefit from having an assistant help with the logistics, etc...is this acceptable?

The GELT program does not provide funding for an assistant. However, faculty members are welcome to seek support from their department or other sources and include this information in the application.

☐ Do I have to apply to Phase I in order to compete for funds under Phase II?

No. You may apply for Phase II without having applied for Phase I if you believe that you meet the application requirements for Phase II.

☐ I am applying for funds under Phase I, Curriculum Development. Do I need to clearly state and commit to when I anticipate offering the course and applying for Phase II, GELT Curriculum Implementation?

Yes. If you are awarded Phase I, you must commit to applying for Phase II. However, since there is no guarantee of being awarded a Phase II Curriculum Implementation grant, we understand that the course may not be offered as planned but rather at a later date.

☐ Are the course examples provided in the grant guidelines representative of current course offerings?

No. These are fictitious examples and are meant to demonstrate the wide range of possibilities. Courses in any discipline are encouraged, including those that embed foreign language learning.

☐ When can travel take place?

If the course is offered in the fall semester, you can assign an incomplete, travel during winter break, and assign grades upon your return. For courses offered in the spring semester, travel can be embedded during winter break, spring break, or summer.

☐ Who will review the proposals?
Proposals will be reviewed by a committee comprised of faculty members from diverse academic disciplines and two administrators. Criteria for review will coincide with the proposal requirements noted in the RFP.

☐ **May I receive assistance with the planning and logistics of the travel abroad component?**
Brown University’s preferred travel provider, FCM Travel, can assist with the travel logistics (flights, accommodations, etc.) for your group. Additionally, the Office of International Programs (OIP) will provide you with valuable information about how to prepare a well-planned and delivered pre-departure orientation, health and safety issues while abroad and emergency protocols. All Brown students and faculty who participate in a Brown-funded or Brown credit-bearing program are required to register with *International SOS Global Medical and Security Assistance* to be covered for wide range of situations while abroad. *International SOS* provides information and emergency services ranging from telephone advice and referrals to full-scale evacuation by private air ambulance. In addition, all students will be required to sign a travel waiver provided by the Dean of the College office and the Office of the General Counsel.

☐ **Are students required to travel if they are registered and accepted to participate in the course?**
Yes, given the enrollment cap that the international component is an integral part of the experience, students are required to participate in the education abroad experience.

☐ **If I receive a Phase II: Curriculum Implementation award for this deadline, am I eligible to apply at the next deadline?**
No. While we are delighted that you would consider applying, funds are limited and we would like to make sure that the opportunity is available to faculty who have not applied or been awarded a grant under this program previously. Applicants who have been awarded a Phase II GELT grant should skip at least one deadline prior to submitting another proposal under this grant program.