The Office of Global Engagement (OGE), in partnership with the offices of Academic Development and Diversity, the Dean of the College, Dean of the Faculty, and the School of Professional Studies, is pleased to announce the 2014/2015 Global Experiential Learning and Teaching (GELT) grant program.

The GELT program provides funds for advanced credit-bearing seminars or capstone courses (undergraduate or graduate), in any academic discipline, that embed an international travel component prior to, during, or at the end of the course.

Submission Deadline: **November 30, 2014**
Awards notification: **December 15, 2014**

**Who’s eligible?**
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.

**How does this work?**
The GELT program offers two forms of support:

- **Phase One** provides up to $4000 to support the development of a new course with an embedded short-term education abroad component.

- **Phase Two** provides up to $35,000 to support travel and accommodations for one faculty member and up to 12 Brown students.

**If you are applying for Phase One, you must commit to applying for Phase Two at the next round of submission deadline during fall 2015. Note: this grant opportunity will be made available once per year every fall.**

**Phase One: GELT Curriculum Development**
The applicant proposes to design an advanced seminar/capstone course that includes an international study/travel component. This phase provides support for the curriculum development component as a first step and will enable the grantee to apply for competitive funding under **Phase Two** at the fall 2015 deadline. **Phase One Curriculum Development** funds
may be used during spring 2015 or summer 2015 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 benefits 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 One examples:
- A faculty member in Archaeology has conducted research at a site in Sicily for the past three years. He now proposes to create a course that will be informed by his current research and will include an on-site learning component in Taormina. Since he has long-standing ties with the Taormina Archeological Museum housed in the Palazzo Badia Vecchia, on a Roman bath site, students will take advantage of the site, attend lectures, and be housed in accommodations that are nearby. 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 social science proposes to design a course around a conference on climate change that is held yearly 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 Two: GELT Curriculum Implementation
The applicant has previously taught the proposed capstone or advanced seminar on campus, is poised to implement it, and considers that the intellectual framework warrants the inclusion of an international travel/study dimension, thereby allowing 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, it is requested that applicants please 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 spring, summer, or fall 2015. If the applicant was awarded a Phase One Curriculum Development grant, s/he must ensure that the course is approved through the College Curriculum Council prior to seeking support for Phase Two: Curriculum Implementation.

Phase Two 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 3 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. Faculty and students would travel for 2 weeks.

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**Proposal Requirements:**

Clearly identify your funding request: **Phase One or Phase Two**

For **Phase One**, 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 (spring or summer 2015).

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) Budget:
Include a detailed budget outlining the following:
  a) 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
  b) Purchase of materials related to development of course.

For **Phase Two** 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 spring, summer or fall 2015.
• 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) Budget:
Include a detailed budget with the following information separating travel costs for the faculty member and students:
  a) Estimated cost of transportation: round-trip airfare and ground transportation in-country;
  b) If hotel accommodations are used, provide URL and cost per night as well as the duration of the stay;
  c) 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 Two but would benefit from having an assistant help with the logistics, etc....is this acceptable?
  
  Funds from the GELT program do not support the inclusion of 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 One in order to compete for funds under Phase Two?
  
  You may apply for Phase Two without having applied for Phase One if you believe that you meet the application requirements set forth under Phase Two of the guidelines.

- I am applying for funds under Phase One, Curriculum Development. Do I need to clearly state and commit to when I anticipate to offer the course, should I later decide to apply for Phase Two, GELT Curriculum Implementation?
  
  Yes. Courses developed for implementation in a fall or spring semester will be supported by the Dean of the College. Courses developed for implementation in the summer will be supported by the School of Professional Studies. However, since there is no guarantee of being awarded a Phase Two 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 choose to 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 five-member committee comprised of three 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 has a preferred travel provider, FCM Travel, that can assist you with the travel logistics (flights, accommodations, etc.) for your group. Additionally, the Office of International Programs 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 a wide array 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 Office of Global Engagement 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 Two: 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.