2016 Internationalizing the Cornell Curriculum Grants

Frequently Asked Questions

These FAQs correspond to the release of the Request for Proposals (RFP) (https://global.cornell.edu/internationalizing-cornell-curriculum-grants) for the 2016 Internationalizing the Cornell Curriculum (ICC) grant program offered by the Office of the Vice Provost for International Affairs (VPIA) as part of the Global Cornell Initiative.

Proposal Eligibility

1. Can a faculty member who is submitting an ICC grant proposal also be part of a team submitting a Community-Engaged Curriculum proposal for the same project?
   Yes, however, the objectives and activities proposed in the ICC grant submission would have to be clearly distinct from the Engaged Cornell submission.

2. Can one faculty member submit two proposals, within the same grant program, if they concern different projects?
   Yes.

3. Who is eligible for this award?
   All applicants must be current permanent Cornell faculty, including lecturers, senior lecturers, etc. In all cases, endorsements by department chair and dean’s office are required.

4. Can a proposal be submitted for international programs occurring over the Summer or Winter Session and accredited through the School of Continuing Education?
   Yes, we will accept proposals that entail courses and programs scheduled for Summer and Winter Sessions.

5. What is an example of an international experience incorporated in a course?
   One example may be a direct experience abroad, one to three weeks in duration, occurring prior to, during, or after the semester course and seamlessly integrated with the course syllabus. Similar to a course lab, such an experience would serve to increase student engagement with course content in an international context. It may include hands-on, service-learning, or research activities. Other innovative ideas of incorporating international experience are more than welcome.
6. Can this grant support an existing course that already has a short-term international experience?
Yes. The international experience does not need to be new to the course. In such circumstances, the proposal should indicate the areas of course enhancement, further course development (for example, expanded curriculum development), or expanded opportunities for students that would be provided by the project.

7. I am also aware of the Engaged Cornell Department Grants and the Engaged Cornell Undergraduate Research Grants. Who can advise me on choosing the RFP most appropriate for my particular project?
We suggest contacting representatives of both programs with your questions:
- For Internationalizing the Cornell Curriculum Grants, please contact iccgrants@cornell.edu.
- For Community Engaged Department Grants, please contact Yael Levitt at ofdd@cornell.edu.

8. Will this grant program support the enhancement of existing courses or programs—aside from the incorporation of international experiences into existing courses?
Yes, provided the proposed enhancement meets the objectives outlined in the ICC RFP. This includes opportunities for internationalizing courses on campus as well as off campus.

9. Are faculty who apply for an ICC grant expected to have a background in intercultural competence, critical reflection, or other related pedagogical knowledge?
No, but in such a case, faculty will be expected to demonstrate awareness of the need in developing a particular expertise and willingness to acquire it, if necessary to accomplish the proposed objectives. Resources, workshops, and consultations will be available through the Center for Teaching Excellence (involving units such as Cornell Abroad, the Einaudi Center its area studies programs, Engaged Learning + Research, and the Language Resource Center), to assist faculty as needed. (See FAQ #33 for information on support for faculty.)

10. Are faculty who apply for an ICC grant expected to be familiar with the program’s location or have foreign language expertise?
Prior familiarity with the program location and the ability to function in the local language—as relevant to the proposed project—is advantageous; however, proposals that outline plans to build familiarity with local settings or language, as may be necessary for the proposed project, are welcome and eligible for funding.
In such cases where building capacity in the local language is not feasible, it is essential to provide a plan to mitigate the limitations—e.g. through local partners, interpreters, etc.
**Proposal Development**

11. What is meant by “global pathways” within the major, and what are some examples?

“Pathways” go a step beyond general encouragement of students’ interest in study abroad and engagement in international experiences. They provide specific mechanisms for doing so at the level of the major, department, or discipline. They communicate to students the opportunities that are particularly valuable vis-à-vis their chosen academic or career trajectory. Creating a pathway does not necessarily mean creating new courses or international experiences; it can also mean better integration of existing opportunities in a consistent or innovative fashion. It is important to keep in mind that “one size does not fit all,” and pathways are tailored to individual departments, majors, or colleges.

Nevertheless, they share certain common aspects: Pathways provide specific mechanisms at level of the major, department, or discipline to communicate opportunities to students, encourage students’ interest in study abroad and other international experiences, and further students’ engagement in international education.

Major aspects of the pathways approach include:

- A focus on global learning outcomes identified by colleges, departments, and majors—these may include mastering content knowledge, relevant to a discipline or a world region, acquiring language skills, or developing attitudes that are particularly suitable for international work in the discipline.
- Integration of international education opportunities within the curriculum of specific majors and disciplines.
- Matching opportunities with specific needs at each stage of student development: some opportunities may be best suited for introducing students to global issues within their discipline early in their Cornell careers, while others are more appropriate for deeper global inquiry by advanced juniors and seniors:
  —opportunities for applied learning through global engagement, on- and off-campus
  —preparation of students for post-graduation choices (international careers, Peace Corps, etc.)
- Increasing faculty and advisor awareness of the global opportunities for students in their department, major, or college, including application timelines and resources available to students (Cornell Abroad advising, college exchange coordinators, etc.)

**Examples:**

- Creation of “gateway courses” to expand the horizons of first-year students
- Broadening international curriculum requirements at the college and department levels, along the lines of Arts and Sciences’ geographic breadth requirement, or ILR’s cultural perspectives, and international and comparative labor requirements
- Development of specific pre-approved curricular requirements abroad, such as AAP student programs in Rome, or the China and Asia-Pacific Studies program in Beijing
- An international/global track within a major, with stepping-stone courses within the curriculum—cornerstone courses that set the stage for international experience/study abroad, to capstone courses or projects that encourage student reflection and synthesis
- Pre-approved study abroad options with course programs tailored to the major
- Language learning opportunities that complement the major
• Development of new short-term programs, often components of courses that provide international experiences for students
• Capstone courses that encourage student reflection and synthesis
• International internships, such as IARD internships with the U.N.’s Food and Agricultural Organization that are integrated and embraced as part of the program
• International credential programs, such as ILR’s Global Scholars program.
• Creation of major-specific advising pages for students (and advisors) that identify specific options and opportunities for specific reasons and at specific times during the degree program, as well as resources available to students beyond the department

12. Can foreign language instruction be built into a project?
Yes, this is strongly encouraged, as appropriate to the project proposed. Foreign language study can add greatly to students’ international learning experiences. Faculty submitting proposals that include a language component should be sure to connect with the appropriate language department early in the proposal process, in order to secure their involvement prior to proposal submission. Questions may be directed to iccgrants@cornell.edu.

13. What is the role of language, generally, in international education?
Meaningful international experiences for undergraduates benefit from integrated language and cultural awareness, especially when proposed course objectives emphasize intercultural learning. Interpersonal engagement with contrasting cultural patterns is an opportunity for students’ cultural learning, and this learning is deepened through encounters in the local language. Successfully designing opportunities for students to engage with, learn about, and experience communities and populations that are culturally and geographically different from their own involves direct attention to understanding language and culture. The specific skills and proficiency levels required will vary according to the specifics of the proposal; the nature of the learning, research, or internship experience; and the degree of planned interactions with the locals. Contact: Dick Feldman, Director, Language Resource Center, at rf10@cornell.edu. See more information online about the Language Resource Center.

14. What types of international organizations qualify as partners under the “international partnerships that enhance the curriculum” category?
This depends on the project. International partners may include foreign universities, international organizations (United Nations-affiliated agencies, World Trade Organization, etc.), non-governmental organizations (NGOs), research institutes and laboratories, foundations, private companies, and other organizations.

15. Do international experiences currently undertaken by student organizations qualify for this grant if partnered with faculty willing to provide support and course instruction?
No, student organizations operate outside the official Cornell University academic umbrella. It is best to design a course from within a department.
16. What do you mean by “impact”?

“Impact” can be assessed both quantitatively and qualitatively. Perhaps the most direct measure of impact is the number of students participating in the course or project. A course or project involving 20 students per year over several years should achieve a higher impact that a similar course involving six students in a one-time project. But impact can also reflect the intensity of the student experience, as measured by the number of credit hours, the length of time spent abroad (in cases where this is applicable), or by qualitative indicators such as the depth of knowledge, improvement in skills, and changes in attitudes, as demonstrated through critical reflection built into the course.

17. What do you mean by “sustainability”?

In the context of the ICC grants, “sustainability” is the goal of integrating the proposed course or project into the curriculum, such that it is capable of continuing into the foreseeable future after the ICC grant period has ended. The RFP seeks a plan on the part of the faculty member(s) proposing the project to address how this sustainability will be achieved, with an accompanying commitment from the faculty member’s department and college.

18. How do we know that there will be increased student demand to meet the availability of the new programs created by these funding opportunities?

The first step to understanding student demand is estimating the size of your potential target audience (students who may be attracted to the course or a program) and the existing offerings that may compete with your project. Faculty should address this at the outset of the project and outline their findings in the proposal. We encourage faculty to work with department chairs and undergraduate program directors when assessing the viability of their proposed curricular offering. In cases where faculty are proposing enhancement of existing curricular offerings, the nature and degree student interest is probably already known. If you are considering an off-campus program proposal, we encourage you to consult with Cornell Abroad or the area studies programs in the Einaudi Center about student demand for particular destinations or areas of study.

19. When developing an ICC grant proposal, at what point does one need a Memorandum of Agreement (MOA) or should one inquire about an MOA?

An MOA (Memorandum of Agreement), which is processed through the MOA Registry, is required in most instances of significant, long-term (multi-year) collaboration with an international institution of higher education, an NGO, or other foreign entity. Such relationships typically involve exchanges of people (i.e. faculty, staff, or students) and/or substantive ideas.

ICC projects that do not trigger the need to initiate the MOA Registry process may require a business service agreement—e.g. a consulting agreement, service provider contract, or purchase order—to protect the university’s interests. Often commitments of financial resources by either or both parties are involved. One of these types of agreements may be needed for faculty-led programs, short-term volunteering in an NGO, service-learning projects, or other kinds of short-term projects. In such cases, please consult with your unit or college officer. Cornell Abroad has long-standing expertise in this area and is available for consultations.
When in doubt about which avenue to pursue, email Laurie Damiani, Director of International Initiatives, Office of the Vice Provost for International Affairs at lad2@cornell.edu with a brief description of your ICC project, requesting clarification.

20. What should I know about submitting a proposal?

Use the proposal template provided by the VPIA. Completed proposals, budgets, and endorsements should be submitted together to iccgrants@cornell.edu.

21. Whom can I contact about integrating a project with an existing Cornell Abroad program, or integrating an existing Cornell Abroad program into a Global Pathway?

Please contact Marina Markot, Director of Cornell Abroad, at msm345@cornell.edu. You are welcome to ask any questions about programs abroad or to brainstorm ideas of how to integrate study abroad programs into the undergraduate curriculum.

22. Whom can I contact about integrating a project with the area studies programs?

You may contact the Area Studies program directors (see the Einaudi Center website for a list of area studies programs).

23. Do you have suggested guidance on developing learning outcomes for the project?

Tips for writing learning outcomes are available here: https://cte.cornell.edu/secure/icc-grant.html.

24. Whom can I contact for pedagogical advice in preparing my proposal?

Melina Draper, teaching support specialist in the Center for Teaching Excellence, at md734@cornell.edu, is available to assist faculty and departments in course development, implementation, and assessment and evaluation. She can support developing global learning goals and outcomes, global learning pedagogies, intercultural competence, project assessment and reporting, and other topics and challenges related to global learning. She will also recommend other resources on campus, as necessary.

25. Whom can I contact to get advice on project development, once I receive an award?

Melina Draper at the Center for Teaching Excellence will continue to be a resource for all awardees (see Q#23). In addition, members of the Program Development Team in Cornell Abroad (Marina Markot, director; Kathy Lynch, finance manager, and Lex Santi, travel safety coordinator) will be available to offer support in developing off-campus program logistics to match the learning goals. This includes, but is not limited to, itinerary planning, budget projections, partner vetting, safety and risk assessment and mitigation plans, program promotion, student recruitment planning, developing the application, participant selection process, visa support, pre-departure orientations, etc.
Proposal Endorsements, Timeline, and Review

26. I note that the proposal requires the endorsement of my department chair and dean or representative from the dean’s office. Why is this required?

As explained in FAQ #17, the endorsement of the chair and dean’s office indicate the department’s willingness to support and sustain the proposed curricular plan, both in terms of administrative and professional support for the faculty member and in terms of integrating the proposed course or project into the curriculum of the department/major/college.

27. What is the proposal deadline?

February 8, 2016

28. Who will review my application?

The review committee consists of faculty and senior administrators from the colleges and the Global Cornell team.

29. When will awards be announced?

March 18, 2016

Budget and Funding

30. What does the grant cover?

Grant funds cover costs associated with the curricular development proposed by the faculty member. This may include travel to an international site, work with international partners, development of course materials, payment for services, etc. This does not cover the implementation of the curriculum, student travel costs while taking the course or program, etc.

31. How will I receive my funding?

For on-campus programs, your funding will be transferred to the academic department of the lead faculty member. A departmental account will have to be created to accept these funds. For off-campus programs, the funds will also be transferred to the department. However, in cases where the department/unit or faculty member has limited experience with financial administration of off-campus programs, we advise that the department/unit or faculty member consult with ICC staff to assure that best financial management practices and Cornell standards are followed in the administration of the project. A further alternative is to have funds administered by Cornell Abroad. In either case, the faculty member will receive a non-payroll discretionary stipend to support their efforts; these funds will go into a faculty research account (see more in Q # 32).
32. Can grant funds be used to support the cost of involvement for off-campus partners?
Yes, if the funds support their engagement during the development phase of the project. Your Business Service Center and department administrator will need to be knowledgeable and involved to handle the payment. Please have this discussion within your department before proposal submission. If Cornell Abroad is involved in program development, that staff will assist with this aspect as well.

33. Will faculty stipends for co-taught courses be split or augmented?
As indicated in the RFP budget template, you can build in a faculty non-payroll stipend into proposed budgets: $1,000 for the principal investigator (PI) and $1,000 each up to two co-investigators (total of 3 stipends). The PI can distribute the funding to co-PIs as required.

34. Do future fundraising goals of the units providing these grants include sustained financial support for the costs of these programs? Or are faculty expected to transition to other financial sources?
The ICC grants are for one or two years, for course/curriculum/program development purposes only. Faculty should aim at designing programs that can become self-sustaining or be prepared to transition to other financial sources after the grant ends. It will be important to liaise with department chairs, colleges, and Cornell Abroad (for off-campus programs) so that there is a plan for sustaining new programs.

35. Will financial aid be available to students to cover the costs associated with international travel and associated costs abroad?
For students eligible for financial aid, financial aid packages can be amended to cover the additional needs of semester-long programs or of short-term experiences that are required and embedded in a semester course. Cornell financial aid is not available for Winter and Summer Session courses.

36. Are additional funds available to cover the cost of student participation in these programs?
No. This is a development grant. We do not fund the actual course or program implementation. However, if you are involving students in the process of curricular design and development, then those costs can be covered and should be built into your budget.

37. Can faculty salaries be paid using the grant budget?
No, ICC program funds are limited, and we cannot support faculty salaries and associated fringe-benefit costs. Partial salary support for staff members devoting a portion of their time to the project can be included, with substantive justification that existing resources in the department, college, or central offices cannot provide adequate support within existing staffing. Please contact the ICC grants team if you have questions about what to include in your proposal.
38. Do I return unspent grant funds?
Yes, these need to be returned to VPIA.

Workshops

39. The RFP mentions workshops and pedagogical support. Is participation required?
When will these be offered, and by whom?

a. We encourage all awardees to participate in the workshops and working sessions to support project planning and information exchange among internationally-engaged faculty. Support sessions will be offered on an ongoing basis, beginning in fall 2015. VPIA will collaborate with the Center for Teaching Excellence (Melina Draper, teaching support specialist for internationalizing the curriculum) to plan and coordinate sessions, working with other units as appropriate (Cornell Abroad, Einaudi Center and area studies programs, Language Resource Center, Engaged Learning + Research, etc.).

b. Register for all offerings through the event listing at the CTE website: http://cte.cornell.edu/. Most offerings will be working sessions, giving participants time to design, practice, and engage the concepts pertinent to global learning and their particular projects.

Offerings will include

i. Pre-proposal, two workshops this fall:
   - “Writing Your ICC Grant: From Idea to Plan to Proposal,” (with CTE and Bryan Duff, 2015 ICC grantee), December 2, 2015 11:00am-1:00pm; repeated December 10, 2015, 11:00am-1:00pm. To be held in Plant Sciences 22. This is highly recommended for applicants with less experience submitting grant proposals and/or designing an international learning experience or international component for their courses.
   - “Connect with the Language and Area Studies Programs at Cornell,” (with CTE in collaboration with Einaudi Center and area studies programs, Language Resource Center and language programs), December 7, 4:30pm-6:30pm, an opportunity to build bridges to area studies and language programs.

ii. Post award, Spring 2016 offerings will include:
   - Building a Globally-minded Learning Community (with CTE)
   - Strategies to Maximize Learning and Inclusion in Globally-Focused Courses and Projects (with CTE and internationally-engaged faculty)
   - The Devil in the Details: Best Practices and Practical Tips for Creating Programs Abroad (with CTE and CU Abroad)
   - Meaningful International Encounters: Speaking Their Language (with CTE in collaboration with the Language Resource Center)
   - Sessions to be designed according to awarded projects and needs (with CTE and other units)
ICC offerings will include opportunities to network and explore key concepts, and will cover such topics as using writing to make international experiences meaningful, project development and planning, developing authentic globally focused assessments, mentoring to develop intercultural competence, and more.

Faculty experienced in international education, along with 2015 ICC grantees, will partner with Melina Draper from the Center for Teaching Excellence to facilitate working sessions and workshops. Special workshops and information sessions will be planned in collaboration with other units as appropriate (Cornell Abroad, Engaged Learning + Research, Language Resource Center, etc.).

We encourage and expect all awardees to participate in the learning community and support offerings; however, it is not required.

**Evaluation and Reporting**

**40. What are the requirements for Evaluation and Assessment?**

To help gauge the impact of the grant program to improve future grant programs and to leverage future funding opportunities, we request your participation in the grant program evaluation—this will include submitting feedback mid-cycle, preparing a final report at the project’s-end (describing the deliverables: a syllabus, program description, etc.), and providing further feedback 6 months to a year beyond grant-end that will include a teaching portfolio with a reflection component and selected representative samples of student work.

Feedback may be solicited via survey, focus interviews, or open-ended questions. Any comments, questions, suggestions, and check-ins are welcome throughout the program. Opportunities to showcase projects or student work will be created, and participation will be encouraged.

Each proposal should describe plans for project evaluation and assessment. The quantitative and qualitative indicators identified above concerning project impact and sustainability (see FAQs #16 and #17) are key components of project assessment. Since the expectation is that projects are focusing on the development of new curriculum or other internationally focused learning interventions, your evaluation plan may include developing a plan for assessment of student performance and students’ reflections as components of the overall project evaluation. However, your evaluation plan also should seek to reflect on and gauge the results of your project and its impact in relation to your stated goals, objectives, and outcomes.

**41. Will I need to report on the use of the funds?**

Yes. We will check in with you mid-cycle. We will also have a formal reporting template for you to fill out at the end of your grant.