



Atlanta Global Studies Center



Call for Proposals
Faculty Teaching and Learning Community
Global Competence / Virtual Exchange
Academic Year: 2019-2020

Description

The Atlanta Global Studies Center seeks proposals from GSU faculty to coordinate and facilitate Faculty Teaching and Learning Communities focused on:

1. Integrating **Virtual Exchange / Collaborative Online International Learning** into course curriculum. Examples include, but are not limited to, providing virtual exchange support for faculty, developing ready-to-use virtual exchange modules that link students from GSU with students from an international university, collecting and sharing data on student experience and career skills that result from virtual exchange.
2. Designing courses and/or assignments that lead to demonstrable **Global Career Competence**, including global and intercultural fluency, for students. See attached list of NACE Career Competencies.

The proposed Faculty Teaching and Learning Community should focus on one or both of the above goals. Communities that propose projects with clear, achievable, measurable outcomes will be highly favored.

Funding Priorities

Priority will be given to Faculty Teaching and Learning Communities that:

- a) develop effective tools and activities to prepare students for global careers
- b) are able to integrate tools, activities, or projects into courses in Spring 2020
- c) include faculty from multiple disciplines

Award Amount

One or more awards of up to \$1000 per faculty facilitator will be granted. Grant funding will be awarded as a professional stipend or as professional development with approval from the department chair.

Requirements

- Submit a complete application by **October 25, 2019**.
- The application must include an abstract (up to 200 words) and a detailed action plan that includes steps and deadlines for project planning (Fall 2019 and early Spring 2020) and implementation in Spring 2020.
- Award recipients must be currently employed by GSU. Faculty may be full or part-time. Faculty from all colleges are encouraged to apply.
- Professional stipend or professional development funds must be approved by department chairs.
- If funding will be used for expenses other than professional development or professional stipend, the application must include a detailed budget, including the amounts requested from the Atlanta Global Studies Center and other funding sources (if any).
- Award recipients will present the outcomes of their Faculty Teaching and Learning Communities at the AGSC Annual Symposium Friday, April 24, 2020.
- AGSC will publish project reports and share deliverables online.

Proposal Deadline: October 25, 2019

Awards Notification: November 15, 2019

Application Link: [Faculty Teaching and Learning Community on Global Competence and/or Virtual Exchange](#)

Assessment

A research study will be conducted by the Office of International Initiatives (OII) on Virtual Exchange and the development of students' intercultural competence. OII is requesting that faculty who participate in the proposed Faculty Teaching and Learning Community participate in the study by including the following items on their syllabi:

1. A description of Virtual Exchange and its purpose,
2. An explanation of the relationship of Virtual Exchange to GSU's QEP to develop Global/Intercultural Fluency Career-Readiness Skill, and
3. A research requirement.

OII will send students a link introducing the study and asking for completion of a consent form and pre-survey at the beginning of the semester and a post-survey at the end of the semester. Students will earn points (amount to be determined by instructor) toward their final grade for participation in the study. If students choose not to participate, the link will refer students to their instructor for an alternative assignment of comparable length and duration worth an equal amount of points.

All data will be recorded in aggregate. Participation is voluntary. Responses will be anonymous.

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Faculty Teaching and Learning Community on Global Competence and/or
Virtual Exchange**

Proposal Evaluation	Score: 1-3 *
1. The proposed FTaLC focuses on one or more of the following goals: <ul style="list-style-type: none"> • integrating virtual exchange or Collaborative Online International Learning into course curriculum. • Designing courses and/or assignments that lead to demonstrable global career competence, including global and intercultural fluency, for students. 	
2. The proposed FTaLC includes a detailed action plan with steps and deadlines for project planning in Fall 2019 and implementation in Spring 2020	
3. The outcomes of the proposed FTaLC are clear, achievable, and measurable.	
4. The FTaLC product (tool, activity, module) is easy to use, replicate, and/or modify by faculty across disciplines.	
5. The applicant agrees to present his/her project at the AGSC Symposium on April 24, 2020, and to have his/her project published on the AGSC website.	
Total	/15

***Score interpretation:**

- 1 = applicant did not include enough information or did not sufficiently meet the criterion
- 2 = applicant included only some information or only somewhat met the criterion
- 3 = applicant included all requested information and sufficiently met the criterion

Strengths of proposal: _____

Areas in need of improvement: _____

Additional Support: Faculty are also encouraged to propose individual virtual exchange projects to the Office of International Initiatives. For more information, please see <https://international.gsu.edu/virtualexchange/> or contact Nannette Commander (ncommander@gsu.edu).

Addenda

GSU QEP: Examples of Global/Intercultural Fluency Career-Readiness Skills

<https://collegetocareer.gsu.edu/collegetocareer/how-this-works/#1555683852544-9f56bc19-e1d4>

- show an awareness of diverse perspectives
- demonstrate respect for other cultures
- approach team/group communication with sensitivity and openness
- show awareness of global/community issues
- question forms of power, privilege, and inequality
- develop a sense of personal and civic responsibility
- analyze cultural norms and values
- understand the influence of history, geography, gender, race, ethnicity, etc. on identity
- develop strategies for communicating with people with different languages
- demonstrate self-sufficiency in 'outside the comfort zone' situation

NACE Career-Readiness Competencies related to global careers

- Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

The following competencies as they apply to working in global contexts in the U.S. or abroad:

- Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.