

Faculty-Led International Immersion Experiences (FLIIE) Program Request for Proposals

Proposal deadlines for academic year 2024-25:

1. **October 8, 2023** to your Department Chair, Program Director, or Supervisor; October 15, 2023 to Jeff DeGrave in the Immersions Office (Academic Affairs)
2. **February 8, 2024** to your Department Chair, Program Director, or Supervisor; February 15, 2024 to Jeff DeGrave in the Immersions Office (Academic Affairs)—**if funding is still available**
3. **June 8, 2024** to your Department Chair, Program Director, or Supervisor; June 15, 2024 to Jeff DeGrave in the Immersions Office (Academic Affairs) —**if funding is still available**

Process

The FLIIE Proposal Review Committee, composed of UW-Eau Claire faculty and staff with expertise or experience in learning abroad and international education, will review all FLIIE proposals. The total number of programs funded depends on the amount of funding available, the number of applicants, and the quality of the proposals. Academic Affairs will confirm awards several weeks after the deadline.

Goals of the Faculty-Led International Immersion Experiences (FLIIE) Program

- To increase student access to high-impact learning abroad experiences
- To deepen student cultural competence through global engagement, study, and experience
- To tap and develop faculty expertise in building global relationships
- To bring faculty and student learning, capacity and understanding from the experience back to UW-Eau Claire

Made possible by a Blugold Commitment Grant, the FLIIE Program aims to encourage and support international faculty-led immersion experiences for undergraduate UW-Eau Claire students by providing funds to defray student costs and, thus, increase opportunities for participation. Programs may focus on issues, themes or locations with geographical, cultural or historical significance, current events or issues of importance to the people of the places travelled.

Eligibility

UW-Eau Claire faculty and academic staff with 0.50 FTE or greater appointments as well as emeriti UWEC faculty / staff (after they have been retired for at least 75 days) are eligible to submit proposals and lead FLIIE programs. **New applicants are always prioritized**, but they must be sure to demonstrate sufficient knowledge of the culture and program content and the feasibility of the program. Repeat applicants must demonstrate past program achievements, such as student learning, meeting program goals and learning outcomes, and the impacts on the UW-Eau Claire community upon return. **The receipt of funding one year does not guarantee funding in future years.** Faculty / staff may propose more than one Immersion program in the same academic year. However, each program proposal should be unique and must not conflict with the dates of the other proposed or funded program.

Program Requirements

To receive FLIIE funding, programs **must** meet the following requirements:

- Serve UW-Eau Claire undergraduate students;*
- Occur outside the United States and its territories and require a passport for travel;
- Include at least 2 weeks in duration (including travel);**
- Tie directly to UW-Eau Claire R2 Global Learning Outcomes (rubric found [here](#));
- Include predeparture preparation, post-program guidance, and opportunities for sharing the experience with the wider campus, academic, and / or local community; and
- Assess student learning on the program objectives and submit a final report and assessment.

*While students are encouraged to participate in multiple high-impact immersions, each student is eligible to receive Blugold Commitment funding for only one FLIIE experience in an effort to extend access to all UW-Eau Claire undergraduate students.

Program Priorities

Programs which demonstrate the following will be given preference in funding decisions:

- Deep, cognitively rigorous and inter-culturally engaged experiences (in contrast to tourist experiences);
- Interdisciplinary, collaborative, and innovative models;
- Targeting students who might not otherwise be able to or consider semester or year-long study abroad options (the 75% of students on UW-Eau Claire campus who have traditionally not studied abroad*);
- Efforts to have a meaningful and positive impact on the people and places of the host community while recognizing power dynamics, systems, and histories of inequality;
- Collaboration with local partners, and substantial opportunities for intentional engagement with host community members and leaders, local students, or local organizations/institutions, to contribute to meaningful and beneficial relationships with the host community;
- A concerted effort to keep costs down wherever possible; and
- A thoughtful, long-term plan that addresses bringing learning and understanding back to campus, subsequent years of programming, and future faculty/staff leader participation.

*This figure includes but is not limited to students of color, nontraditional students, students with high financial need, students in Nursing, Education, and STEM majors, and males.

Faculty-Led International Immersion Experience Proposal Guidelines for Submission:

Applications must be submitted using the eform available in BPLogix under Academic Affairs. The e-form includes:

- Applicant Information and Abstract
- Application Narrative
- Budget Estimates
- Routing and Approval Signatures
- *Recommended Attachments:* Program Itinerary, Course Syllabus, Letters of Support from local partners

Routing and Approval of FLIIE Grant Proposals:

The departments, programs, and colleges of all faculty / staff leaders must read and approve the proposal. These include first level supervisors [typically a department chair or unit administrator] for all departments involved and next level supervisor [typically a College Dean, AVC, or VC]. All Supervisors should comment on the quality and significance of the FLIIE program. If two or more Chairpersons or Deans are involved, each must review and indicate approval.

Budget Directions:

Use the “Budget Estimates” section of the e-form to indicate all expenses for the program. Repeat programs should base the budget on past actual expenses, including inflation. New programs must demonstrate sufficient basis for budget line items. It is recommended to include a short budget description for further detail, including any research or requested quotes for budget line items, including flights.

Proposals that demonstrate a concerted effort to keep costs down, where possible, will be prioritized. For example, it is not possible to control or influence flight costs; however, it is possible to make programmatic decisions about accommodations, on-site transportation options, use of tour agencies or organizations charging overhead costs, etc. to lower the overall program cost, while still taking into account student safety.

Multiple Year Funding:

One year or two-year proposals are acceptable. The same budget will be used for both years. Please CLEARLY indicate at the top of the eForm and in the narrative the number of years of funding you are requesting. Also, new applications will be prioritized over previously-funded programs.

Funding Guidelines:

Items that are eligible to be funded include the following (for specifics and guidelines, see the Accounts Payable Website under Travel <http://www.uwec.edu/Bussvs/acctpay/index.htm>):

- Faculty stipend for program planning and for leading the program, not to exceed \$1,500 per faculty / staff or \$3,000 total per proposal. **Note:** faculty salaries for the teaching of courses related to the proposal are not affected by the stipend payment.
- International airfare
- In-country transportation
- Accommodations
- Activity and admissions fees
- In-country services and admin including guides, internet access, phones, tips
- Faculty / Staff estimated costs for meals
- Supplies
- Honoraria to individuals or organizations
- International Travel Insurance

Items that are NOT eligible to be funded include the following:

- Tuition
- Per diem for student meals (complimentary breakfasts or group meals are not considered per diem)
- Passport and Visa costs for students

Blugold Commitment FLIIE will be allocated on a \$500 per student, per week basis, up to a maximum of \$2,000 per student. Faculty / staff stipends are offered up to \$3,000 per program. Weeks are defined as the following:

- 12-16 days (including travel days) = 2 weeks = \$1,000/student in funding
- 17-22 days (including travel days) = 3 weeks = \$1,500/student in funding
- 23 days or more (including travel days) = 4 weeks = \$2,000/student in funding

As examples to help illustrate the funding formula:

- A 3-week program with 12 students and 2 faculty / staff leaders will receive \$21,000 in total funding: (3 weeks x \$500 per week x 12 students + 2 faculty / staff leaders x \$1,500 each for their stipends = \$21,000).
- A 2-week program with 15 students and 2 faculty / staff leaders will receive \$18,000 in total funding: (2 weeks x \$500 per week x 15 students + 2 faculty / staff leaders x \$1,500 each for their stipends = \$18,000).

Student financial contributions to the experience will include the remaining program costs above \$500 per week, plus additional estimated costs of non-eligible expenses such as tuition, meals, and passport fees.

Applicants are encouraged to obtain additional funding through the discretionary accounts of their departments, colleges, or other administrative units. This support should be indicated on the budget.

Scholarships or financial aid for eligible students are applied after Blugold Commitment funding is awarded.

Please use the eForm to create the budget for your proposal. If you would like to see a sample budget sheet, click [here](#).

**Faculty-Led International Immersion Experiences (FLIIE) Program
Application Narrative (SAMPLE DOCUMENT: DO NOT SUBMIT)**

The following questions will appear on the FLIIE Proposal eForm. You may want to write out your responses and then copy and paste them into the eForm. Questions that are underlined are of particular interest to the selection committee, and should be given thoughtful consideration.

- I. **Goals of the Experience (1/2 page):** Describe your learning objectives. How do your learning objectives align specifically with Global Learning Outcome (R2): evaluate the impact of systems, institutions and issues in local and global contexts and across cultures? (See R2 Rubric [here](#))?
- II. **Participants (1/3 page):** Who is your target student audience? Desired student participation is at least 12 students per experience but if your program can accommodate more than 12 students while still providing a quality global learning experience for all students, indicate that here. Do you intend to target students who might not otherwise be able to or consider study abroad, and if so, how? This includes but is not limited to students in Nursing, Education, and STEM majors, students of color, nontraditional students, and high financial need students. For repeat programs, you can request data from Jeff DeGrave (degravjr@uwec.edu) about your past program participants, including majors, ethnic background, and financial need to include in this section.
- III. **Course Association (1/4 page):** Explain if this immersion will be associated with a course, bundle, existing program, etc. If so, how and which one? Immersion experiences may be credit bearing or non-credit bearing.
- IV. **Location (1/3 page):** Describe the culture(s) of the location and how this location can achieve a result different from one obtained by studying culture in the classroom. **Note:** In some cases, travel to countries or regions on the U.S. Department of State's Travel Warning List is prohibited. See UW-Eau Claire procedures [here](#).
- V. **Duration (1/4 page):** State the length of the program, and justification for this length. The experience must be at least 12 full days of immersion (with an additional 2 days for travel). It is recognized that a longer experience would likely be richer for student learning but may not be feasible when considering potential constraints on students (e.g., family obligations, cost, employment obligations, academic calendar, etc.). If 12 full days in-country is absolutely not feasible, justify why, and how you will still meet all FLIIE Program Goals and provide a quality student learning experience through in-country immersion and other program components.
- VI. **Pre-Program Preparation (1/2 page):** Describe how you will prepare students for the experience prior to travel, including a prerequisite course if applicable. Preparation should include readings or assignments about the culture and history of the program location, orientation about program itinerary and managing expectations, and discussions of the impact (economic, environmental, and social) of taking students to that location. Preparation should also include substantive efforts to develop intercultural competence in yourself and students. Programs that provide thoughtful consideration to adequately preparing students for their experience will be prioritized.
- VII. **In-Country Itinerary (1 page):** **Attach an itinerary** that describes the program activities, and what students will be doing in the host country, such as lectures, site visits, excursions, service-learning projects, homestays, etc. Provide details as to how the assignments and / or activities enable the students to contextualize their experience along the Liberal Education Learning Goals. Because guided, critical reflection is a key component to intercultural learning and experiential education, state how and when students will be given the opportunity to reflect, discuss, and process their experiences while on-site. Reflections should consist of deep and cognitively rigorous expressions about their intercultural experiences by focusing on issues of social justice, privilege, and inequality. In addition, meaningful

interaction and engagement with host community members and leaders, students, or community organizations / institutions are strongly recommended.

- VIII. Community Connections (1/2 page):** Describe your connections with the community with whom you intend to work. If you are not currently connected to this community, describe how you intend to connect and build meaningful relationships. Proposals that include collaboration with local partners to contribute to meaningful and beneficial relationships with the host community, as well as proposals which consider the impact (economic, environmental, and social) of taking students to that community will be prioritized. Attach Letters of Support from local partners if possible.
- IX. Risk Management and Safety (1/2 page):** Research and describe any health and safety concerns associated with the program location (consider potential for crime, natural disasters, transportation, food, etc.). Address how you will prepare students for those risks before travel, and how you will mitigate those risks while on-site. Useful links are: Centers for Disease Control and Prevention (<http://www.cdc.gov/>), [U.S. Department of State](http://www.state.gov/), and Association for Safe International Road Travel (<http://www.asirt.org/>).
- X. Post-Program Reflection (1/3 page):** Post-experience guidance allows students to reflect on their experiences and continue to learn from them. Describe your plan for post-program guidance and how it will provide opportunities for student growth.
- XI. Impact on UW-Eau Claire (1/2 page):** One of the goals of the FLIIE program is to bring faculty and student learning, capacity and understanding back to UW-Eau Claire. Describe what you plan to do with students after returning to campus and how you could encourage and support them in sharing their experiences with a larger community. Examples could include participation in CERCA or Immersion Week panel discussions, classroom presentations, exchange opportunities, bringing in guest speakers from host country, presentations in their hometown, etc.
- XII. Assessment Plan (1/2 page):** Indicate how you plan to assess student learning along ALL [Global Learning Outcomes \(R2\)](#) listed below, and what artifacts from the experience will be used as evidence of student learning (attach prompts or assignments if possible). Artifacts could include a pre/post survey, journals, projects, reflection papers, student narratives, or travel blogs. **Note:** all students on approved FLIIE programs fulfill R2 Global Learning, and therefore student learning along the R2 rubric must be assessed appropriately.
- A. Demonstrate knowledge about the world's diverse cultures, environments, practices, or values
 - B. Evaluate global systems, institutions, or relationships of power in an historical and geographic context
 - C. Understand that individual and collective decisions have global implications
- XIII. Future Programming and Sustainability (1/2 page):** State plans for this program in future years, and how often it is planned to run. If possible, include names of future faculty / staff Leaders. If these will be new faculty / staff leaders, describe plans to integrate new leaders. **Note:** Programs can apply for a two-year award, contingent on the approval of DII funding for 2023-2024. **If you are applying for a two-year award, state that here and describe the ways you plan to sustain this program in the future.**
- XIV. Faculty Qualifications and Preparation (1/2 page):** State the qualifications and expertise of the faculty / staff leaders, both in the country and content of the proposed program. Include what you will do to prepare to lead the immersion, and how this experience ties into your professional development. Are there any potential conflicts of interest that could lead to misunderstanding? If so, please state them here.
- XV. Additional Explanation (1/2 page):**

- a. **Repeat programs:** demonstrate past program achievements related to student learning, program goals and learning outcomes, and impact on the UW-Eau Claire community.
- b. **New Programs:** demonstrate faculty qualifications and program feasibility.

Recommended Attachments to the e-form:

- Tentative itinerary
- Letters of support from local partners
- Course Syllabus
- Assessment assignments / prompts

*Please do not attach pages and pages of supporting documentation, only what is necessary to demonstrate justification for your answers to Question XV and program feasibility.

Note: For repeat programs, the FLIIE selection committee will be provided with the following from the most recent year, please do not attach these documents:

- Final Report
- Student Evaluations
- Student Learning Assessment