TIEF Collaborative Online International Learning (COIL) Grant (up to $4,000)

The Texas International Education Fund COIL Grant provides direct support for faculty/staff at TIEC member institutions who design and facilitate new virtual international collaborations for undergraduate/graduate students. In collaboration with your faculty partner abroad, you will use best practices in COIL design and student engagement to connect students from each institution through technology.

COIL activities should:

- Support regular course objectives while also enabling students to examine topics from varied cultural and societal perspectives.
- Use technology, synchronously or asynchronously, to support goals of student learning.
- Include a strong connection to two or more of the United Nations Sustainable Development Goals, the details of which can be found here. https://sdgs.un.org/goals
- Endure for a period of at least four weeks.

Because of the complexity and nature of COIL programs, this grant allows recipients up to six months for joint planning and design of the course prior to classroom implementation. The funds are budgeted per faculty pair and preference is given to proposals that incorporate faculty from at least one Texas and one affiliate institution. TIEC operating council members at each institution have a directory of contacts at all TIEC institutions, and TIEC will also offer introductions, if needed, during the proposal development process. TIEC will assist both Texas and affiliate members seeking to initiate relationships within the consortium.

The funds will be disbursed as an overload payment in compensation for time developing and implementing COIL activities (all funds for this grant will be provided in the form of a check from TIEC). If a course is co-taught within one institution, the award for that institution may be split between the faculty members. As stated above, the award is intended to be shared between faculty at the partner institutions, but a singular institution's share may also be divided between more than one faculty, as appropriate.

The application deadline for this grant is **May 6th, 2024,** for Fall 2024 and Spring 2025 courses.

Selected participants will be required to complete TIEC's Virtual Exchange Academy (4 weeks, 4 hours per week)

TIEC reserves the right to deny items in the budget that they deem as an improper use of funds.

Eligibility:

- Courses can be at the undergraduate or graduate level.
- Courses must be 3 or more credits.
- The course must be taught within two semesters of the award date and must continue after the duration of the grant.

Evaluation:

- Is the COIL activity clearly described, and will it effectively connect students from the two institutions?
- Will the COIL activity support course learning objectives while also enable students to examine topic from different cultural and societal perspectives?
- Does the COIL activity provide for experiential education and virtual collaboration among the students?
- Does the COIL activity have a strong connection to two or more of the United Nations Sustainable Development Goals?
- If graduate student support is requested, are the student's responsibilities reasonable and specific?

Requirements of Award:

- Recipients must initiate the timeline/show initial objectives met.
- Successful recipients are expected to provide a summary (up to 4 pages) of project outcomes and any proposed next steps within one month of completion.
- Recipient bios and project summaries will be featured on the TIEC website.
- TIEC believes in creating space for members to share achievements among their peers. As such, recipients agree to present their programs and outcomes for a TIEC-organized webinar or Operating Council meeting.

Application:

Identification
1. Name of University:
2. First Name:
3. Last Name:
4. University Email:
5. Title:
6. College:
7. Department:
8. Please Upload a Brief CV (2-3 pages Word or PDF):

Course and Course Approval
9. By typing the name of your chair/dean, you certify his/her/their approval of your proposal:
10. Course Name:
11. Course Number:
12. To split an award for a co-taught course, provide the other faculty member's name and institution:
13. Briefly describe the course and course objectives (100 words max).
14. If your course already contains global elements or content, please describe the content, and explain how incorporating COIL activities will introduce or reinforce global content in the course (150 words max):
15. Select Term Course Will be Taught: (Spring 2023/Summer 2023/Fall 2024)
16. Course is intended for: Undergraduates/Graduates/Both
17. Estimated number of students enrolled (no range). If you have taught this course before, please list the average number of students enrolled in past course offerings:
18. Estimated number of students in the partner course (no range).
19. Have you taught this COIL course before? (Yes/No)

Partner Information
20. Partner Institution
21. Partner Country
22. Partner Faculty Member (Name and Title)
23. Partner Faculty Member Email
24. Briefly describe any previous engagement with the partner institution or faculty member (100 words max):

COIL Description
The COIL component may be incorporated throughout the entire course or over some weeks within the course. Effective COIL collaborations have four primary components. Please describe the planned COIL activities to take place during the course. We understand that your course is

in development and that details and plans may shift, but please be as specific as possible at this stage.

25. Team building: Through introductory activities and icebreakers, students across courses build a foundation for personal connections. Describe what kinds of team building you plan (150 words max):

26. Shared activities: Students get to know each other and learn through shared assignments, readings, lectures, and discussions. Describe what kinds of shared activities you plan (150 words max):

27. Collaborative project: Students apply knowledge and work together to produce a shared project. Describe the collaborative project(s) you plan (150 words max):

28. Reflection: Students reflect on their experiences, creating new knowledge about themselves, others, and the world. Describe what kinds of reflection components you plan (150 words max):

29. Please provide an estimate on how many contact hours students will have with students at the partner institution. This includes synchronous and asynchronous activities, inside and outside of the classroom (i.e., group discussions in class, interacting via message boards or blog posts, and working together on group projects):

Alignment with UN Sustainable Development Goals (300 words max)
30. At TIEC, we challenge ourselves to always consider the purpose of our activities and the beneficiaries of them. To that end, we ground ourselves in the UN Sustainable Development Goals and aim to contribute to solving these global challenges through our international education activities. The Sustainable Development Goals provide a shared blueprint for peace and prosperity for all countries and go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth, which fits perfectly with TIEC mission to increase internationalization of higher education. Which of the UN Sustainable Development Goals does your proposal support? How? (300 words max)
*The details of UNSDG can be found here. https://sdgs.un.org/goals

Additional Information
31. Please provide any additional clarification (250 words max). For example:
- If there is a language difference with students at the partner institution, how will this be managed to ensure cross-cultural student engagement?
- If there is a large difference in the number of students enrolled at your course compared to the partner course, how will this be mitigated?
-If there is a large time or scheduling difference, how will this be managed to still allow for student engagement with peers and instructors at the partner institution?
-Do you anticipate any other cultural differences that may cause difficulty? If so, how do you plan to address these additional changes?

Thank you for your application! If we have any questions during the review process, we will contact you directly.

TIEF Collaborative Online International Learning (COIL) Grant Evaluation Rubric

The following rubric is intended to provide a continuum of ratings that will guide the evaluation of TIEF Grant proposals. The rubric is intended as a guide for the assignment of a composite rating to each proposal on a scale of 0-10.

COIL Course and Course Approval:
10 - Compelling and convincing articulation of the COIL course. The course is clearly described, the course objectives are realistic, and the course contains a variety of creative global elements that connect back to the objectives of the COIL.

5 - Acceptable articulation of COIL course. The course objectives are feasible but the description lacks details. There is a lack of global elements in the curriculum.

0 – Poor articulation of COIL course. The course description is not clear, the objectives are unattainable, there are no global elements connected to the objectives of the COIL.

Team Building:
10 – The team-building activities are clearly described, innovative, and well thought out. The activities described account for the language, cultural, and time differences, allow space for students to develop personal connections, and incorporate multiple technology platforms and tools.

5 – The team-building activities are clearly described but lack innovation. Description of the activities lacks details on how it will address language, cultural, and time differences.

0 – Poor explanation of team-building activities. There are no details on how they will address language, cultural, and time differences. Not well thought out.

Shared Activities:
10 – The activities are clearly described, innovative, and well thought out. The activities described account for the language, cultural, and time differences, allow space for students to develop personal connections, and incorporate multiple technology platforms and tools.

5 – The activities are clearly described but lack innovation. The activities lack details on how it will address language, cultural, and time differences.

0 – Poor explanation of activities. There are no details on how they will address language, cultural, and time differences.

Reflection:

10 – The reflection components are clearly described, research based, and well thought out.

5 – The reflection components are clearly described, well thought out, but are not rooted in research.

0 –The reflection components are poorly explained and not well thought out.

Contact Hours:

10 – The contact hours are clearly described and have a mix of synchronous and asynchronous components. The activities are innovative, collaborative, and include a variety of methods for student interaction.

5 – The contact hours are described but lack a good mix of synchronous and asynchronous components. The activities lack details and methods are not innovative.

0 – The contact hours are poorly described and have no details.

Alignment with UN Sustainable Development Goals:
10 - Aligns completely with two or more of the UN's Sustainable Development Goals.

5 - Partially aligns with the UN's Sustainable Development Goals.

0 - Does not align with any of the UN's Sustainable Development Goals.