

GLOBAL LEARNING PROGRAMS ABROAD (GLPA) DEVELOPMENT GRANT: 2020 – 2021

2020-2021 GUIDELINES

Ryerson University encourages our community members to engage globally to help address complex social, cultural and economic challenges faced at home and abroad. The Global Learning Program Abroad (GLPA) Development Grant has been created to encourage the development of high-quality, high-impact international experiential learning opportunities for Ryerson students that fit within Ryerson's commitment to forming ethical, sustainable and inclusive partnerships.

A total of three projects will be selected to receive the GLPA Development Grant for 2020-2021. The grant includes the following:

- Reservation of a maximum of 10 [Global Learning Awards](#) available to confirmed student participants in the program¹
- \$2,000 to support general program expenses
- Comprehensive administrative and logistical support from Ryerson International

THIS YEAR'S THEME:

Climate Crisis and Our Collective Future: Multidisciplinary Perspectives on Human Impact, Environmental Stewardship and Global Change²

As we grapple with what many are identifying as a global climate crisis and emergency, Ryerson International is seeking proposals that strive to increase students' awareness and understanding of this topic, while supporting the growth of our collective capacity to address its complex, interconnected and global nature. Proposals are welcome from all academic disciplines, while multidisciplinary projects will be prioritized. We encourage creative and innovative programming that provides Ryerson students the opportunity to connect with diverse perspectives and experiences; challenge commonly held assumptions of how the crisis and proposed solutions are framed; reflect on the inequities present on a global scale; and learn from diverse initiatives that demonstrate potential alternatives.

KEY DATES

Information session: September 25th, 2019, 12:30 pm, YDI-1134

Application deadline: November 1st, 2019, 12:00 am

Successful applicants announced: Week of November 18th, 2019

Planning meeting with Ryerson International: Required by December 20th, 2019

Programs must occur between: April 1st, 2020 and March 31st, 2021

ELIGIBILITY REQUIREMENTS

¹ Note that students must meet the Global Learning Award's eligibility requirements. While a total of \$10,000 will be made available to fund student participation, the number of awards and individual award amount will be determined for each successful program by Ryerson International and the program lead.

² While we encourage proposals that explicitly connect to this year's theme, please note that topics that fall outside of this theme will not be excluded from the application process. We encourage all to apply.

- Project lead may be any full-time Ryerson University staff member (RFA, CUPE, MAC, or OPSEU)
- Project activity must include at least 14 days outside Canada³ (departure date – return date)
- Takes place between April 1st, 2020 and March 31st, 2021
- Project must have explicit support from home academic unit Chair and/or Director, and in addition, when relevant, a Ryerson Dean (for programs involving multiple departments), the Office of the Vice Provost-Students (for programs involving multiple faculties), or from the Director, Zone Learning (when involving the Ryerson zones).
- Involves a minimum of 5 full-degree Ryerson University students (students can be undergraduate, graduate, part-time, full-time, international or domestic)
- Alignment with the Global Learning Programs Abroad (GLPA) guidelines and, when relevant, Shared Principles for Global Learning (see below).
- Additional priority considerations include (note that these are not mandatory but encouraged):
 - Involve multiple academic disciplines (i.e. include 2 or more Faculty/Staff co-leads and incorporate students from at least 2 academic programs)
 - Award academic credit to students who participate (either as a stand alone project or in relation to an already existing course)
 - Involve collaboration with and/or participation of local students and/or stakeholders in the host destination of the program

HOW TO APPLY

Applicants are asked to complete the [ONLINE APPLICATION FORM](#). The form includes a request to upload both a written proposal of no more than 5 pages in length and a GLPA draft budget.

Written proposal:

- Faculty and Staff program lead(s) and their home academic units
- Brief description of the learning objectives and the key partners, collaborators, and/or stakeholders involved in the initiative
- A draft itinerary and brief description of the activity(ies) to be undertaken by student participants (i.e. course-based work, projects, research, creative output, etc.)
- Indication as to how the project connects to this year's theme
- Select the most relevant aspects of the GLPA guidelines and Shared Principles for Global Learning (see below) in relation to your initiative and indicate how you will ensure alignment in the areas identified.

GLPA Draft Budget:

- Completed draft budget based on the GLPA Budget Template (available via the google form), including detail on how the \$2,000 general fund will be used towards program expenses (examples include guest lecturers and contributors, faculty/staff travel expenses not covered by home department, etc.) and your proposal for the number and amount of Global Learning Awards to be made available to eligible students.

SELECTION CRITERIA AND METHODOLOGY

Applications meeting the eligibility requirements outlined above will be reviewed and assessed based on the criteria below:

- 30% Overall quality of application and potential impact of program (clearly contributes to enhancing the

³ Note that activities within Canada may be considered when engagement occurs with indigenous nations.

learning experience for students at Ryerson)

- 20% - Alignment with GLPA Guidelines and shared principles for global learning (see below)
- 20% - Feasibility (budget, draft itinerary, etc)
- 20% - Connection to this year's theme
- 10% - Alignment with priority considerations above (i.e. credit bearing and multidisciplinary)

RESPONSIBILITIES OF SUCCESSFUL GRANT APPLICANTS

- All recipients are expected to work with Ryerson International in the development, planning and implementation of the initiative. This will include participation in regular planning meetings to ensure all necessary support is provided.
- Following completion of the project the faculty and/or staff lead will be asked to provide a final report that indicates the successes, challenges and opportunities for future programming. A final list of the names and contact info of all participants should be included alongside any available photos from the program.
- Project lead(s) and student participation in information sharing activities (events, social media, news articles, promotion, etc).

FURTHER INFORMATION

If you have any questions or require support with the development of a proposal please reach out to Emma Wright, Manager, Global Learning and Engagement at emma.wright@ryerson.ca.

Additional resources and support materials for faculty and staff GLPA program leads (including the guidelines below) will be available on Ryerson International's website by October 2019.

Program Model and Design

- 1.1 All programs must have clearly defined **learning objectives** and, when possible, integrate the program into the curriculum and goals of the home academic unit. Curricular, credit-bearing programming is strongly encouraged.
- 1.2 All programs are encouraged to incorporate elements of **Global Learning Education**.
- 1.3 Where possible, include structured and/or informal opportunities for **local participation** within programming (students, community members, etc) .
- 1.4 **Collaborate with and incorporate local educators** (both formal and informal) in the development and realization of educational programming.
- 1.5 All programs **must be approved** by the program lead's home department (Faculty, School, Department, Zone, Institute, etc).

Partnership and Collaboration

- 2.1 The relationship centres **equitable participation**, ensuring that everyone involved is able to contribute at all stages to overall decision making (i.e. development, planning, implementation and evaluation).
- 2.2 Opportunities exist for partnership to grow and mature in a **sustainable** manner. Central to this is the review and evaluation of programming.
- 2.3 Program is structured to ensure **balance** between the interests, objectives and overall well-being of all involved, including participants (student and otherwise), partners, collaborators, and other stakeholders.
- 2.4 **Objectives, responsibilities, and expectations** for Ryerson program leads, participants, collaborators, partners, and/or host(s) are explicitly stated and communicated.
- 2.5 When required, an **institutional agreement** is implemented with the support of Ryerson International.

Participation and Preparation

- 3.1 All aspects of program planning, from program model and design, to content and location, centre **inclusive and accessible programming** considerations.
- 3.2 **Selection criteria** for participants must be equitable, consistent and transparent throughout the recruitment and application process.
- 3.3 All programs must utilize **responsible communication practices** in relation to promotion, recruitment and general publications.
- 3.4 All programs must include **pre-departure, in-country and post-travel components**. Students are made aware of and understand the **expectations** connected to their participation in the program.

3.5 Participants will only undertake activities that they would be considered **qualified for or otherwise eligible to conduct at home**. When applicable, all participants should receive activity specific **training and preparation** developed and implemented by Ryerson university personnel and in-country collaborators.

Planning and Logistics

4.1 The program must include a **Ryerson lead faculty or staff member** responsible for overall programming, including logistical and educational components (pre-departure, in-country, post-travel).

4.2 Health, safety and overall risks have been identified and are being managed appropriately. Understandings of risk also refer to the possible negative ramifications of programming overall, including risk to students, partners and collaborators, local stakeholders and the environment.

4.3 Program costs, contributions and overall budget should be managed sustainably and transparently.

4.4. Determine the **duration, timing and group size** of the program taking into consideration the guidelines outlined in the Partnerships and Collaboration and Participation and Preparation sections.

4.5 All initiatives should incorporate **ongoing monitoring and evaluation**. This should include feedback from all stakeholders, including participants (Ryerson and non-Ryerson when relevant), partners, collaborators and Ryerson faculty

SHARED PRINCIPLES FOR GLOBAL LEARNING AND ENGAGEMENT:

- **FOCUS OF STUDENT LEARNING** - To engage with today's complex and interconnected social, cultural and economic challenges both at home and abroad.
- **HOW ANALYSIS IS APPROACHED** - Assess how we are all implicated in these challenges in different ways, while centring analysis that is "systemic, multi-layered and multi-voiced"⁴ (i.e. avoiding simplistic solutions).
- **FRAMING OF THE LEARNING PROCESS** - Engage and learn with/from diverse knowledge systems and perspectives, while nurturing local and global community building and critical reflection.
- **HOW WE RELATE WITH OTHERS** - Committed to creating and maintaining equitable, sustainable and balanced partnerships with the organizations and communities that Ryerson collaborates with, placing special attention and care in contexts shaped by heightened power imbalances.
- **HISTORICAL LEGACIES** - Incorporate an understanding of global social justice that accounts for the ongoing harm produced by the legacies of imperial and colonial relations.
- **SOLIDARITY NOT DEPENDENCY** - Centre dispositions of co-learning, co-creation and solidarity, and move away from dispositions of paternalism and dependency.
- **MOVING BEYOND NATION-STATE** - Recognize that global learning does not only equate movement of students across nation-state borders, but also an engagement with indigenous nations and knowledges across Turtle Island and the world.
- **INCLUSIVE AND ACCESSIBLE** - Welcoming to all Ryerson students, providing our diverse student body with programming that they are able to identify with, contribute to and participate in.
- **COLLABORATION WITH OUR COMMUNITY** - Respect and encourage input from Ryerson students, staff and faculty members, many of whom have their own understandings of global and intercultural learning based on lived experience.

⁴ <https://blogs.ubc.ca/earthcare/headsup/>