BCDT Undergraduate Domestic Intercultural Immersion (DII) Experiences
Request for Proposals

Proposals due for academic year 2022-23:
- October 24, 2021 to your Department Chair, Program Director, or Supervisor
- October 31, 2021 to Jeff DeGrave in the Immersions Office

Philosophy of Domestic Intercultural Immersion (DII) Experiences Program
People’s beliefs, customs, experiences and environment create shared ways of perceiving and engaging in the world. Through dialogue and relationship building, students become more aware of and reflect on multiple perspectives. A meaningful engagement within the cultural environment inspires students to analyze the foundational assumptions that govern their thoughts and actions. This program is made possible by a Blugold Commitment Grant. Proposals may focus on issues, themes or locations with historical significance or current events and issues in the U.S. or on its borders.

Goals of the Domestic Intercultural Immersion (DII) Experiences Program
- To engage learners firsthand with various cultures, populations and environments within the U.S.
- To deepen learners’ understandings of intercultural dynamics as they relate to the UW-Eau Claire Liberal Education Learning Goals.

Deadlines
The deadline for proposals is October 24, 2021 to your Department Chair, Program Director, or Supervisor and October 31, 2021 to the Immersions Office (Academic Affairs). Proposals will be reviewed by a committee of UW-Eau Claire faculty and staff with expertise or experience in immersion experiences and/or intercultural competence education. The total number of programs funded depends on the number of applicants and the quality of the proposals. It is anticipated that 10-12 experiences serving 200-250 students will be funded. Academic Affairs will confirm awards in about 6-7 weeks after the deadline.

Eligibility
The DII program is open to current UW-Eau Claire faculty and academic staff with 0.50 FTE or greater appointments. New applicants are highly encouraged, but must demonstrate sufficient knowledge of the culture and program content, and feasibility of the program. Repeat applicants must demonstrate past program achievements, such as student learning, met program goals and learning outcomes, and impact on the UW-Eau Claire community upon return. The receipt of funding one year does not guarantee funding in future years. Interested faculty and academic staff are encouraged to apply for other Blugold Commitment-funded immersion programs; however, each program proposal should be unique and date and time conflicts across the programs must be avoided.

Program Requirements
To receive DII funding, programs must meet the following requirements:
- Serve UW-Eau Claire undergraduate students*
- Be deep, cognitively rigorous and intercultural or cross-cultural experiences (in contrast to tourist experiences)
- Occur within the United States (i.e., domestic), but outside the Chippewa Valley
- Tie directly to UW-Eau Claire R1 Learning Outcomes (rubric found here)
- Include pre-experience preparation, post-experience guidance, and opportunities for student growth
- Focus on an immersion experience of 5 full-days minimum, but longer programs are encouraged if feasible
- Assess student learning on the program objectives, and submit a final report and assessment
- Begin after July 1, 2022 and occur during the fiscal year that ends June 30, 2023

*While students are encouraged to participate in multiple high-impact immersions, each student is eligible to receive Blugold Commitment funding for only one DII 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:

- Interdisciplinary, collaborative, and innovative models
- Efforts to have a meaningful and positive impact on the people and places of the host community, while recognizing power dynamics, and 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
- Targeting students who might not otherwise be able to participate in or consider a high-impact off-campus immersion, such as students of color, first generation college students, or students with high financial need
- A concerted effort to keep costs down, where possible
- A thoughtful, long-term plan that addresses bringing learning and understanding back to campus, subsequent years of programming, and future faculty/staff leader participation

Domestic Intercultural Immersion Experience Proposal Guidelines for Submission:
Applications must be submitted using the e-form available in BPLogix under Academic Affairs. The e-form includes:

- Applicant Information and Abstract
- Budget Estimates
- Routing and Approval Signatures
- Required Attachments: Application Narrative (found at the end of this document)
- Recommended Attachments: Program Itinerary, Course Syllabus, Letters of Support from local partners

Routing and Approval of DII Grant Programs:
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 DII 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. 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:
Programs that have run successfully one or more times with DII funding may apply for two years of funding, depending upon available funding. 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 $1500 per faculty/staff or $3000 total per proposal. **Note:** faculty salaries for the teaching of courses related to the proposal are not affected by the stipend payment.
- Student stipends for program planning and for taking a leadership role during the program, not to exceed $500 per student. **Note:** These must be a student or students who have participated in the DII program in a previous year, and is returning as a Student Leader with additional leadership/coordination responsibilities. Students are only eligible to receive the Student Leader stipend one time.
- Domestic roundtrip airfare or ground transportation
- Transportation on-site
- Accommodations
- Activity and admissions fees
- On-site services and admin including guides, tips
- Faculty/Staff Per Diem for meals
- Honoraria to individuals or organizations
- Supplies

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)

Other Budget Guidelines
Blugold Commitment DII funding will cover at least 90% of total allowable costs, in addition to faculty and student stipends. Student financial contribution to the experience will include a maximum of 10% of total allowable costs, plus additional estimated costs of non-eligible expenses such as tuition and meals. Based on past funded projects, the student contribution normally ranges between $75-$200 program fee or special course fee, plus tuition and meals.

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

Use the e-form to indicate the budget for your proposal, but a sample budget sheet can be seen on the Immersions website here: [http://www.uwec.edu/Undergrad/DIIFacultyandStaff.htm](http://www.uwec.edu/Undergrad/DIIFacultyandStaff.htm).
Domestic Intercultural Immersion (DII) Program RFP and Application

Domestic Intercultural Immersion (DII)
Application Narrative

Directions: This DII application narrative must be completed and uploaded as an attachment to the BP Logix e-form under Academic Affairs. As you fill in the boxes, they will expand. Stay as close to the suggested answer lengths next to each section as possible. 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 with LE Learning Outcome (R1): use critical and analytical skills to evaluate assumptions and challenge structures in ways that respect diversity and foster equity and inclusivity (http://www.uwec.edu/ULEC/upload/R1-Rubric-Final.pdf)?

II. Participants (1/3 page): Who is your target student audience? Desired student participation is at least 12 students per experience, or as many students as possible while being thoughtful about the student learning experience and the impact on the host community. What is your target number of students, and the maximum number of students you could take if there is demand? What is your plan for recruitment and marketing? Do you intend to target students who might not otherwise be able to or consider high-impact off-campus immersions, if so, how?

III. Course Association (1/4 page): Will this immersion 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. Will this immersion include opportunities for students to complete service learning hours?

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.

V. Duration (1/4 page): State the length of program, the academic term it is expected to run, and your justification for this length. 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.). The experience must be at least 5 full days immersed in the same environment, but longer programs are encouraged if feasible.

VI. Pre-Program Preparation (1/3 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. Immersion Itinerary (1 page): Describe the program activities, and what students will be doing in the host community. This could include lectures, site visits, excursions, service learning projects, homestays, etc. Provide detail about the extent to which students will be immersed in the host community, and how assignments or activities will enable students to contextualize the experience along the Liberal Education Learning Goals. Because
guided, critical reflection is a key component to intercultural learning and experiential education, state how students will be given the opportunity to reflect, discuss, and process their experiences while on-site. Deep, cognitively rigorous and intercultural experiences, in combination with intentional opportunities for student guidance along issues of social justice, privilege, and inequality will be prioritized. In addition, meaningful interaction and engagement with host community members and leaders, students, or community organizations/institutions will be prioritized. Attach a draft itinerary and/or course syllabus if possible.

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. If the program includes a service learning component, describe the project here. 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. Include letters of support from partners if applicable.

IX. Risk Management and Safety (1/2 page): Research and describe the 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.

X. Post-Program Reflection (1/3 page): A DII program requirement is post-experience guidance, in order to allow 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 DII 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 processing and 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, presentations in their home town, etc.

XII. Assessment Plan (1/2 page): Indicate how you plan to assess student learning along ALL R1 Learning Outcomes 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 DII programs fulfill the R1 designation, and therefore student learning along the R1 rubric must be assessed appropriately.

- Understand there are diverse social-group (such as race, class, gender, sexualities, ethnicity, religion) perspectives.
- Understand impact of dominant assumptions (such as race, class, gender, sexualities, ethnicity, and religious beliefs) on the social construction of individual identities.
- Understand systems of privilege (such as racism, sexism, classism, heterosexism, linguicism, able-ism and colonialism) and oppression within societal structures.
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 determined, include names of future Faculty/Staff Leaders. If not yet determined, describe plans to integrate new leaders. Programs that have a thoughtful and innovative approach to sustainability will be prioritized. This may include collaborations with colleagues and/or other departments, possible additional funding sources, and/or collaborations with partners, community members and/or institutions. **Note:** Programs that have run one or more times with DII funding can apply for a two-year award, contingent on the approval of DII funding for 2020-2021 (confirmed in spring 2020). **If you are applying for a two-year award, state that here and describe 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, in the location, culture, 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 sufficient faculty qualifications and program feasibility.

Recommended Attachments to the e-form:

- Draft or past 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 DII 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