



# ROBERT H. SMITH SCHOOL OF BUSINESS

## CENTER FOR GLOBAL BUSINESS

### **#KeepGlobalSmith Grant Competition: Teaching Innovations in Global Learning in the Online Environment**

#### **Call for Proposals**

#### **Deadlines:**

**July 13 for Fall Semester 2020 funding**

**December 1 for Spring Semester 2021 funding**

The Center for Global Business (CGB) announces a grant competition to support teaching innovations in global learning for the online environment. Since Covid-19 has created restrictions on global travel, it becomes important for us as a school community to find new ways to expose our students to the world and contribute to their development as future global business leaders.

In the absence of study abroad this year, the transition to online learning creates new opportunities for global learning. It makes it possible to connect people, students, and classrooms in different parts of the world. Such connections hold great potential for enriching the classroom experience here at the Smith School. It also creates new opportunities to bring in new sources that would be more difficult to schedule in a regular, in-person course. This initiative seeks to support and encourage teaching innovations in global learning that leverage now ubiquitous communication technologies to enrich student experiences. The grant can be used to support any teaching activity that significantly enhances global learning, including:

- (1) teaching collaborations between the Smith School and educational institutions located abroad;
- (2) collaboration for student projects between the Smith School and organizations or companies with operations or headquarters abroad;
- (3) entirely campus-based global learning experiences for Smith School students (such as simulations, cultural intelligence exercises, etc.).

There is much speculation these days that the effect of the pandemic on the global business environment will be transformative. Companies are now faced with the challenge of responding and recovering from the crisis, and will eventually have to determine how to be successful in the post-pandemic world. Business models of the future may incorporate resilience to disruptions (such as in global supply chains). Proposals that address global themes related to the pandemic, and the post-pandemic business environment, are especially welcome.

#### **Program Requirements**

The proposed activity must significantly enhance an existing, for-credit course for Smith School students. This could involve bringing in new and qualitatively different international content into an international

course, or enhancing an existing non-globally focused course with new content. Additionally, the program should be

- (1) be sustainable and/or repeatable, and
- (2) support the global learning objectives as defined by the Smith School (below).

It is not essential that the program be focused on the conduct of international business. International content could be infused in courses in any of the functional areas in business (e.g. in a class focused on negotiation, supply chain, or consulting).

**Examples of activities that would qualify include, but are not limited to, the following:**

- A. Global Classrooms: Courses that are offered in collaboration with a faculty member at a partner institution abroad, are team- and project-based, make use of digital technologies for teaching and learning, and produces one or more final deliverable.
- B. Classroom-to-classroom linkages with partner institutions abroad: Teams of students work together on a business simulation or compete in multinational teams on a classroom-based business plan or case competition.
- C. Classroom projects organized around new global datasets, cases, international news subscriptions, or simulations.

**Proposals that address at least one of the following priorities are strongly encouraged:**

- Involve 2 weeks or more of international student-to-student or student-to-company interaction;
- Are implemented in collaboration with institutions or companies located in other countries;
- Make extensive use of international data resources as an integral part of the course.

**Resources for developing a grant proposal:**

CGB is available to provide guidance during grant preparation and throughout the period of performance for partner identification, relationship management, and identifying course source materials. Resources at the center include:

- Partnerships with universities and organizations abroad, including those of the [Global Business School Network](#) and [exchange partners](#);
- Contact with companies and organizations located abroad, especially those that have hosted Maryland Smith students on faculty-led study abroad programs;
- Robust connections with the international business ecosystem in the state of Maryland, including, members of the [District Export Council](#), the Port of Baltimore, small- and medium-sized companies that export, the Maryland Department of Commerce, etc;
- Lists of global resources such as simulations, case databases, data sources, webinars and recorded speaking events, etc.

Additionally, faculty may also be able to obtain guidance on designing the course, technical guidance, and development assistance from OTL and other Smith School units.

We suggest that faculty work with the center on the development of proposals/courses that involve classroom linkages and/or any outside companies or institutional partners.

## **Applicant Eligibility**

Any full-time Smith faculty member from any department is eligible to apply under this Call for Proposals.

## **Duration of the Grant**

The duration of the grant is one academic year.

## **Funding**

There are two funding categories. The first category is for **sustained global engagement** (for instance, as part of a global classroom). The second category is for a more limited (but still significant) **infusion of global content** (e.g. global simulation). CGB expects to award two grants in each category with an upper award limit of \$5000 for the first category and \$1000 for the second. Timeline disbursement of the funding will also be discussed with each grant awardee.

This grant is being made possible through CIBE, a Title VI grant program provided by the U.S. Department of Education.

## **Conditions**

The grant can be used to cover technology, educational resources, materials, and any reasonable and necessary expenses in support of the program. A proposed budget is required at the time of application.

By accepting the grant, the successful applicants commit to developing and delivering a funded program for at least two consecutive years and to submit biannual progress reports and one final report, all of which will support the annual reporting requirement of CIBE.

## **Application Process**

Please submit your **complete** application in one single message with attachments via e-mail to Rebecca Bellinger, executive director of CGB (rbellinger@rhsmith.umd.edu), by July 13, 2020, for fall activities and December 1, 2020 for spring activities. We encourage you to let us know ahead of the deadline if you are interested in submitting a proposal.

Your complete application will include:

1. **Proposal:** This should include a detailed description of the specific global activity or resource to be developed, how it would meet the global mindset goals above, what learning goals it embodies, what material it replaces, etc.
2. **Appendix A:** Short bios of applicant, faculty counterpart at partner institution (if applicable), other key personnel.
3. **Appendix B:** Link to and description of resource (case, simulation, etc) to be purchased (if applicable)
4. **Appendix C:** Smith School departmental letter of support

5. **Appendix D:** Faculty counterpart or project manager letter of commitment (if applicable)

## ADDENDUM: Global Learning at Smith

The Smith School supports and actively seeks to integrate *global mindset*, including *global business savvy*, into the undergraduate student experience through both curricular and co-curricular activities. This means ensuring that courses and programs offered on campus and off both expose students to business systems outside the US and provide ample opportunity for students to develop skills and competencies to confidently engage with the global marketplace and people of internationally diverse backgrounds.

### ***Global mindset***

“... one that combines an openness to and awareness of diversity across cultures and markets with a propensity and ability to see common patterns across countries and markets. In a company with a global mindset, people view cultural and geographic diversity as opportunities to exploit and are prepared to adopt successful practices and good ideas wherever they come from. The twin forces of ideological change and technology revolution are making globalization one of the most important issues facing companies today. As such, cultivating a global mindset is a prerequisite to becoming a global company.”

- Financial Times Lexicon

Cultivating a global mindset requires attention to the key socio-cultural forces in a given setting and how these affect the management of individuals, groups, and organizations. Examples of specific learning objectives to promote the development of a global mindset include:

- Gaining insight into the effect of cross-cultural differences on interpersonal interactions such as communication, negotiation, conflict resolution, and teamwork.
- Knowing how and why individuals from different cultures react differently to similar managerial practices, work systems, and human capital management systems (e.g., selection, training, performance management, and incentive structures).
- Learning to effectively design, implement, and manage cross-cultural teams.
- Developing an increased tolerance for ambiguity.
- Possessing a greater sense of empathy and self-awareness.

It also requires attention to economic, political/institutional, and geographic influence on business, or *global business savvy*. Global business savvy, part of global mindset, may be cultivated in different contexts by (1) assessing how the key economic, political, and social influences governing a given country, region, or industry influence economic and organizational behavior; or (2) developing a comparative perspective on a specific academic discipline or industry through engagement with real-world phenomena. Examples of specific learning objectives to promote the development of global business savvy include:

- Learning about the institutional structure of a given industry in a specific national or regional context and placing this knowledge in comparative perspective.
- Comparing the institutional structure of the business environment to that of the baseline “market-based” model at the core of neoclassical economics and related business disciplines.
- Understanding the major business opportunities and growth drivers in a country or region.
- Employing discipline-based knowledge acquired in the classroom to solve real-world problems faced by companies in a given country or region.