36. Please identify and discuss the institutional support that each campus received throughout the entire Institute process in each of the categories below. Please discuss what you saw as the benefits of receiving such support, or the hindrance of not, to your team’s course development process. Start with when your team was writing the grant application, through to the Institute workshops, the course development phase, during course implementation, course assessment, and travel to the Capstone.

- Financial
- Administrative
- Pedagogical
- Technical

**UNISA:** Financial support from Unisa’s side was enabled through existing strategic project funding. Without this funding participation would not have been possible. Administrative support was limited because of the small size of the Directorate Music.

Technical: Each campus used their own video conferencing facilities. This helped greatly because our tests with consumer video conferencing tools were not successful due to inconsistent internet speeds across the institutions. It may have been useful if we could have used a campus LMS instead of using a cloud-based LMS. Using an institution LMS would have meant that some of the faculty/students would already know how to use it - instead everyone was new to the LMS.

**RAMA:** Technical and Financial Support from Management - esp. salary for instructors - otherwise the course would not have been possible.

**NCCU:** Lenora Helm Hammonds: - From the very beginning, our senior administrator (Dean Carlton Wilson) and our Department of Music Interim Chair (Baron Tymas) and Director of Jazz Studies (Dr. Ira Wiggins) were enthusiastic about the opportunity of the proposed COIL project for our campus. In March, 2011, I traveled (using my personal funds) to NYC for the COIL conference of workshops and presentations from pilot projects. I received the time release to attend the conference, and administrative support to assist with the writing of the grant to respond to the RFP from COIL. At that time, the support was seen as faculty professional development. Once the grant application was awarded and NCCU was designated as lead partner, I was given a green light, and a directive to engage other faculty to assist with pedagogy and course design. I approached our Center for Teaching and Learning staff, and that initial conversation with our subsequent IT designer and specialist, Dan Reis, also garnered his enthusiastic response and, from his request, support from his supervisors - specifically to agree to time release for his availability to work on the COIL project.

The technical support at NCCU was also impactful for the success in facilitating the weekly online workshops. Our teleconference facility was made available each week, with assistance from a partner organization that set up the bridge connection between UNISA-NCCU-ARAMA. So, in addition to the NCCU COIL Fellows, we had an “technical staff” of 2-4 additional persons per week involved with creating this weekly teleconference session.
The benefits of the financial and administrative support from senior administration in the grant application, planning stage, and trip to NYC in October for the COIL workshops was also key:

Financial Support: I was reimbursed for incidentals, meals and related travel costs related to the October travel to NYC, and to a related trip for research to the Distance Education conference in August, 2011 in Copenhagen, Denmark. This August 2011 trip was a significant milestone as it allowed relationship building with our Danish partner, Royal Academy of Music, who also had staff attending the conference. Another important demonstration of financial support from NCCU, which allowed relationship building and for facilitation of the Track 2 portion of our COIL syllabus was for NCCU faculty and students to travel to South Africa to participate in UNISA’s International Jazz School. And finally, as we prepare to attend the Capstone Conference, and in assessing our course to complete this Case Study, I have been allowed time release from course work to complete the necessary proposals, narratives and communication with international partners. I also have been granted financial support with coverage from NCCU for the registration fee and incidental travel costs.

Administrative Support also came in the form of recognition. As the collaboration moved through the various phases of conceptualization, weekly online meetings, planning and implementation, it became clear how labor intensive the project would be. NCCU created a buzz on the campus about the COIL collaboration and course, spotlighting it in the campus magazine, sending press releases and invitations to present the COIL course in technology symposiums on campus. The attention from senior administration raised the profile of the COIL collaboration and had an impact on faculty in other areas. Many faculty related to me of their being inspired to create or infuse curricula with global components or asked for feedback on new courses in development.

SUNY Geneseo

- Financial support for travel was offered through our Office of International programs when support was unavailable through COIL. This support allowed us to attend and present our work at the COIL conference.
- Administrative support was offered by allowing me (Meredith) to have a smaller than normal class size. This support was necessary for the quality of collaboration we sought.
- Technical support was offered by both our Instructional Design Team and members of CIT (Computer & Information Technology). The Instructional Design team was critical in helping us develop many of the online activities we implemented into the course. CIT was critical to making the class-to-class video conferences run smoothly. In future offerings, I (Meredith) would find value in having access to improved technology such as desk-based microphones, dual projection screens, and rotating cameras.

MSU

MSU input was technical and administrative: I was allowed to travel to NYC for the seminar, then I had good technical support with videoconferences. There was financial support for me to fly to NYC by the partner institution (SUNY, Geneseo) and a lot of pedagogical and technical support by the COIL program and its leaders: Craig Little, Prof. Christiansen (?), COIL Director Jon Rubin and John Fowler.
At George Mason, the Office of Global and International Strategies initiated the participation in the Institute and contacted Dr. Barnes about being part of this. Their support in preparing the application was critical. Dr. Barnes took care of initiating contact with the History Faculty at HSE and the chair of that faculty brought him and Dr. Filatova into contact. They corresponded to decide on a potential course topic. The course was new for both professors. Attendance of the George Mason team at the COIL Institute workshop was supported financially by COIL. The workshop, attended by Dr. Filatova remotely, was critical to working out the outlines of the course. Course development was primarily completed by Drs. Barnes and Filatova. The George Mason provost’s office provided one course release both as incentive for Dr. Barnes to participate and to provide adequate time for course preparation (which proved absolutely critical when Dr. Barnes severely broke his leg and ankle in the spring of 2012). Rick Reo, instructional designer, provided training and advice to Dr. Barnes on using the Blackboard LMS system along with ways to think about structuring assignments on Blackboard, group presentations, etc. He also helped with the process of getting HSE students enrolled into Blackboard. The Global Office provided financial support for hiring a student to run cameras at George Mason during the course. This may not be absolutely necessary in the future, though it did help. The Video Conference Technologies staff at George Mason handled connections of the two classrooms—including opening their office early when a sudden mid-semester realization that Russia no longer changes time in the winter forced the class to move from 9am to 8am for the remainder of the semester. Most important for future renditions of the course is continued availability of one of the two video conference classrooms on the George Mason campus.

The main failure in support came in the area of access to the resources of George Mason Libraries, as they were not able to provide HSE students with access to our journal databases. This made finding appropriate, open-access readings critical to give the students a shared knowledge base for the course. Continued search for better open-access readings will be important to further development of the course.

Irina Filatova received a lot of support from the staff of HSE History Faculty and the University’s Foreign Relations Department in advertising the course. Without the assistance of the Videoconference Technologies staff the course would have been impossible. Irina also received financial incentives from the University which are common practice for such courses: HSE remunerates lecturers who teach in English and particularly those who teach videoconference courses with foreign universities.

Financial: There was institutional contribution to support Elena’s travel to NYC to attend the COIL training in September, 2011. This support was in response to a funding request from COIL Fellow Barb LeSavoy to her Dean, the Office of International Education, and the Center for Excellence in Teaching and Learning at Brockport. There was no institutional financial support provided for course development and teaching load.

Administrative: Our campuses have been excited about our COIL participation and interested in our collaborative work. Still, administrative support in terms of resources was not available. The fact that this was not in the COIL funding formula is important to note. Not knowing the full extent of our workload, we did not consider requesting administrative or resource support. Since our COIL work began, our Provost at Brockport is supporting travel expenses to Russia for COIL faculty fellow Ann Pearlman for a planned trip in Spring 2013. COIL faculty fellow Barb LeSavoy’s travel to Russia on this same trip is being supported by Linkages, Rochester/Novgorod Sister City Program, in association with LeSavoy’s work chairing the Rochester/Novgorod Linkages Women’s Partnership Committee. The trip is designed to see our COIL work forward.
Pedagogical: The Center for Excellence in Teaching and Learning (CELT) and the Department of Learning Instructional Technology Services (LITS) at Brockport provided important teaching support. Faculty fellow Ann Pearlman’s campus role intersects these two departments at Brockport, so there was a built-in support network available throughout the COIL teaching process. The Director of CELT at Brockport, Dr. Christopher Price, is active with the Levin Global Workforce Project, which importantly, helped prompt and realize this COIL project.

Technical: As mentioned above under pedagogical support, both CELT and LITS at Brockport contributed significantly to our COIL success. Technical support for set-up and maintenance for the video conferencing was supplied throughout the course. Also, LITS team members were available to assist in developing cloud communication tools. This is true for both campuses. Having an Instructional Design Specialist (IDS) serving as a COIL faculty fellow on the Brockport side enabled the platform for realizing the COIL partnership. Additionally, the IDS at Brockport participated in classroom instruction and guided students in all electronic applications. This included helping students set-up gmail accounts, instructing on media literacy, and assisting with students’ final PSA projects.

SUNY BUFFALO STATE

Financial
Laurie Buonanno wrote the COIL grant application. Admin was very supportive of our participation. There was an initial bump in the road when our Educational Technology support refused to sign on to Beth Burns supporting our work, but higher administration intervened so that Beth could participate. This seemed indicative of Buffalo State’s eagerness to be involved in COIL’s work. Buffalo State admin financed the participation of Beth Burns, Laurie Buonanno, and Lee Ann Grace (travel and lodging) to attend the COIL International Studies Institute (Fall 2011). The EU side of the Atlantis grant financed Natalia Cuglesan’s participation. Annabel Kiernan participated for part of the October 2011 COIL workshop via Skype.
The team met twice since the October 2011 workshop: March 2012 (Brussels) and October 2012 (Manchester). These meetings were financed by our Atlantis grants.
No admin has stepped up to the plate to finance our return to COIL so Beth Burns and I will need to use the Atlantis grant to participate in the COIL Capstone Institute. The EU side of the Atlantis grant is financing Frank Carr’s participation in the COIL Capstone Institute. In defense of Buffalo State administration, however, spring budgets are very tight and Buonanno was late in asking for financial support.

Administrative
Buffalo State’s administration has been supportive of our work with COIL, but I think it’s fair to say that it has not been high on their agenda. I think we would need to demonstrate our completed course, admin would need to meet students who participated in the course, etc. Buonanno hasn’t spent much time touting this course at Buffalo State and would not feel comfortable doing so without being sure that the team is able to iron out its differences and ensure that the second go round was an enjoyable and pleasant experience for all of the instructors and was not unduly burdensome on others.

Pedagogical
We haven’t sought out an pedagogical support because Buonanno has been teaching online since 2001.

Technical
Our technical support for the course is at Buffalo State with Beth Burns. Buonanno found Beth to be very responsive in establishing a dedicated ANGEL site for the COIL course and providing access to the course for all of the faculty and students who are not affiliated with Buffalo State.
UC: One course release during the development phase for Co-Instructor given by her department head and Instructional Designer, although changing jobs midstream and thus no longer responsible for helping faculty in the College of Arts & Sciences, stayed with the project and gave considerably of her time and enlisted two other designers to help us with our branching scenario exercises. No other administrative or pedagogical assistance at UC.

Financial - AUB provided support for Dr. Hartwiger and Dr. Moore to travel to each other’s class. This was incredibly helpful as it made the collaboration “real” for the students.

Administrative – For the most part this initiative was undertaken by Dr. Moore and Dr. Hartwiger and so there was not much request for administrative support. We were, however, fortunate that both the CVSP (which housed the course at AUB) and the Lloyd International Honors College (UNCG) were extremely forthcoming in helping to make the courses available, assigning premium classroom space, etc.

Pedagogical – COIL was instrumental in helping think through the development of the syllabus but there was not much pedagogical support sought at UNCG and AUB.

Technical – There were varying amounts of technological support. UNCG was very helpful in maintaining Blackboard. Both institutions helped with the specifics of video conferencing and the initial setup of other synchronous technologies.

From the start, the SJSU Deans were highly supportive of our efforts, encouraging us to apply for the SUNY grant, following up on required signatures and documentation, and even funding an additional person’s travel expenses early on in the process, as the first session of Global Youth Culture was team taught. Their constant support and encouragement was very motivating and continues to be as we begin the process of determining how we can extend the COIL process across the university’s many departments.

SJSU also made available what we call the “incubator” classroom, which is a versatile, high tech classroom with multiple projectors and screens, modular seating (tables on wheels), laptop computers, wireless microphones, and inexpensive webcams. Though the extra technology was not necessary, the room provided a comfortable, high tech space that students seem to appreciate.

In addition to the technology in the room, the incubator class is staffed by technicians who assisted in set up and trouble-shooting as issues arose.

During the initial grant-writing phase, we were supported by our institutions to varying degrees. Swarthmore’s provost wrote us a letter of support and agreed to some financial help with equipment purchase and small stipends. IT, through the work of Michael Jones, was very supportive and responded to our class’s needs throughout the process. At Ashesi, there was some confusion about who would take on the administrative role of support, but that eventually worked out. Financially, Swarthmore paid for and sent the shared equipment and Ashesi agreed to pay import taxes on new media equipment. Over the course of the term, Michael and Swarthmore IT worked out most of the glitches in the courseware and other technical problems. But on the Ashesi side, there was a campus-wide moratorium of internet use during our synchronous meeting time to make sure we had available band-width for our Skype meetings. Pedagogical support was achieved by having the four team members meeting and/or speaking regularly about the progress of the course. This course’s topic at Ashesi worked into the existing curriculum as a required course on African culture and was originally a part of Mikelle’s teaching course-load. At Swarthmore, faculty cross-listed the course with Film and Media Studies and Black Studies, but it was an elective course for students. Team-teaching created internal support that worked at all phases of the COIL grant.
-Financial aspect

I applied for SJSU junior faculty grant for this COIL project and was able to win the grant $5000. I used the grant money to buy a new computer, a webcam and related books for the collaborative online course and even to go to Japan to see my international partner and students in person in advance. Also, this grant money was spent for the portions the COIL institute did not cover when I went to the workshop in 2011 Fall. Further, the former college Dean Karl Toepfer financially supported my substitute teacher’s salary during my absence. I applied for another junior faculty grant for the Capstone conference and the following international conference, but the result has not come yet.

At Kagoshima, the budget for providing the classroom with the audio device implementing the online discussion was obtained.

-Administrative

When I applied for the COIL grant, thanks to Dean Karl Toepfer and Professor Takeuchi things went forward at the fastest speed. Dean Toepfer wrote a letter for me to the Dean of Kagoshima university, and Professor Takeuchi brought it up and made it pass so quickly in the board meeting on the Kagoshima side and wrote a strong supportive letter for me. Further, to continue this program with Kagoshima University it was necessary to have MOU for university-wide partnership on the side of Kagoshima University, and the MOU was exchanged in April 2012 with supports from Professor Ide, Executive Director of Kagoshima University North American Center on the Kagoshima side and the former interim Deans Dr. Karl Toepfer and Dr. Sheila Bienenfeld in my College and Mark Novak in International Extended Study program and the Acting Chair Anne Fountain in my department on the SJSU side.

-Pedagogical

There was no pedagogical support from my institute, but I learned it from the COIL workshop.

-Technical

I received a lot of supports from Mark Adams, Lead instructional developer, for D2L, and from Klaus Trilck, Technology support coordinator, for webex.
Grant Application Stage

- **Financial**: Little financial support necessary at this phase.
- **Administrative**: Great deal of support from the Center for International Education, Department of Foreign Languages and Literature, the Learning Technology Center, and the Office of the Provost at UWM.
- **Pedagogical**: Great deal of collaboration between Jason Jones and Jennifer Watson, and Jason Jones and Junko Takefuta.
- **Technical**: Great enthusiasm from the LTC and Matt Russell.

Institute Workshop Participation

- **Financial**: Fantastic financial support for the US teams through the COIL Fellowship. Junko used her own research travel stipend to attend the workshop.
- **Administrative**: Administrative support was full-on at this stage.
- **Pedagogical**: The pedagogical aspects were being covered primarily between Jason, Junko, and Matt at this time. Cooperation between these three was necessary throughout every period of the course and course development.
- **Technical**: Matt and the LTC gave their full support.

Course Development Phase

- **Financial**: Received a grant from the UWM Center for Instructional and Professional Development. This grant funded both a technological purchase that allowed for much easier course development as well as a graduate assistant. Osaka University funded a Teaching Assistant for the Osaka University course.
- **Administrative**: The Global Studies Program, Center for International Education, and Living Learning Community organizers lent full support to ensure that the backbone of the course was sturdy. It was through their work and diligence that the course was able to go on without a hitch.
- **Pedagogical**: Again, the pedagogical aspects were being covered primarily between Jason, Junko, and Matt at this time. Cooperation between these three was necessary throughout every period of the course and course development.
- **Technical**: Matt provided technical and technological support throughout the implementation phase. The Language Resource Center also provided technical and technological assistance with the hardware and software necessary for group-group synchronous activities.

Course Implementation Phase

- **Financial**: Financial support came in the form of additional computer equipment in addition.
- **Administrative**: Here too, The Global Studies Program, Center for International Education, and Living Learning Community organizers made certain that all administrative aspects of the course were handled thoroughly.
- **Pedagogical**: The course required constant adjustment based on student feedback and self-evaluations by faculty. Thus, the pedagogical aspects were handled primarily between Junko and Jason.
- **Technical**: Matt provided technical and technological support throughout the implementation phase. The Language Resource Center also provided technical and technological assistance with the hardware and software necessary for group-group synchronous activities.

Course Assessment Phase

- **Financial**: We saw little financial need for the completion of this phase.
- **Administrative**: The Global Studies Program conducted course surveys.
- **Pedagogical**: Surveys of pedagogical concerns were given throughout the course by faculty.
- **Technical**: The Learning Technology Center conducted course surveys.

Capstone Reporting Phase

- **Financial**: Again, fantastic financial support for the US teams through the COIL Fellowship.
- **Administrative**: Little administrative support need for this phase.
- **Pedagogical**: Cooperation between Jason, Junko, Matt, and Gerry of the LTC.
- **Technical**: Little technical support need for this phase.
The TTU Department of English provided the resources to purchase the equipment upgrades discussed in section 24. Otherwise, only technological support was required and we received it from both institutions. For problems between the German and American technical support, see above, section 22.

Financial: CCU paid for Dr. Quiroga’s visit, for a stipend for Dr. Martin, and one fall course release for Dr. Martin.

As stated earlier in this case study, RIT and ACMT share a significant amount of infrastructure: curriculum, calendar, online resources and course management platform. The institutional mission of RIT and its relationship with ACMT fully supported the activities of the Institute process, even to the point the for Martins, all the activities were made part of his “plan of work.” That plan of work then served as the basis of his annual merit and tenure reviews. Starenko supported the project as part of his regular duties as an instructional designer. The situation was somewhat different for Charry....

Dr. Aragon had a letter of support from Associate Dean Michael Webb, Social Science Faculty with the initial application. However, aside from this letter there was no support of any kind from UVIC or from COIL.

Dr. Gupta-Carlson received support from then Associate Dean Janet Shideler, Center for Distance Learning, and then Provost Meg Benke. She negotiated a change in her teaching schedule with CDL Dean Thomas Mackey who encouraged her to consider developing the collaboration through the Digital Storytelling course, rather than creating a new course from scratch (which is an expensive and time-consuming process for ESC.)

I am not 100% sure what CCC received or contributed at every phase financially during the first collaboration. Beyond financial support, however, COIL did offer significant pedagogical support, most importantly by connecting me with other COIL participants and their teaching experiences. I also believe COIL was helpful in presenting international collaboration as a viable and important teaching activity at the community college, which may have resulted in greater freedom and support for my COIL activities. Probably the most important thing COIL did, however, was to connect me with an appropriate partner. It is simply not likely for community college faculty to find appropriate and interested international partners without COIL or some other group facilitating it. - (CCC)
FROM CCC FACULTY: I have alluded to some of the issues with institutional support above. At CCC, we did not apply for this grant as a team. An administrator who is no longer with CCC generated the grant, and invited faculty to participate. I was one of two faculty who responded to his invitation. This individual did a very thorough job of writing the grant, I believe. He was very helpful to me in reaching out to international partners. I directed him to the Voice and Speech Trainers Association (VASTA) for possible partners, and he helped very much in crafting language to describe the collaborative project I hoped to evolve. At the time the invitation went out to participate in COIL, I was -- as usual -- immersed in directing a big show. I did not have much input into writing the grant, but did communicate with the international voice faculty who responded, one of whom was Linda. Up until the Institute Workshops were on our calendars, we did not understand that our International partners’ travel to the workshops wasn’t funded by the grant. Our Communications and Humanities Division did come up with the funds to bring our partners from Australia and Mexico to participate in the first Institute workshops. I feel that this was exemplary support on the part of the Communications and Humanities Associate Dean of Instruction.

In getting all of the students from both institutions enrolled in the COIL course, there were some administrative hiccups in the beginning. CCC IT administration balked at first at allowing Actors’ College students into the course through our Blackboard, but eventually this was worked out, thanks to the efforts primarily of our technical partner, Jayne Peaslee, and members of the IT staff.

I am a one and a half-person theatre faculty within the Communications and Humanities division. There was no one to provide any pedagogical support in Voice and Movement at my institution. Linda and I developed the bulk of our course at the Institute workshop and then via email in the three months following, before our courses began in January/February 2012. I feel that our similar backgrounds in Voice and Movement training and the Intercultural awareness that was honed at the Institute workshops helped us to come up with a viable course outline, although our different schedules and the time zone differences made implementation of the work challenging from the outset. The technology issues added to the challenge. However, I can say unequivocally that the opportunity to connect with and work with Linda has been for me the very best experience. I learned a lot from observing the work she did with her class, and from the exchanges we had about the voice and body, our challenges as teachers of voice, and the exchanges I was able to have with both CCC and Actors’ College students on Facebook and in my classroom. This was not my first experience working with artists from other cultures, so that aspect of the collaboration was not new to me, though it was for my students. For me to have a colleague in the discipline, however, even one who was on the other side of the world, was worth any of the challenges of trying to make it happen. I hope one day that Linda will come and do a master residency in voice at CCC, or dialect coach a production that I direct. Those are the outcomes I hoped might happen when I volunteered to participate in the COIL grant at CCC.

The unflagging professionalism and support of Jayne Peaslee as our instructional designer was invaluable to our course having the success that it enjoyed. Jayne helped me to navigate the vagaries of Blackboard, set up our ways of connecting audio links and video links to YouTube posts by students.

Administratively, our strongest support came from our Communications and Humanities ADI, Byron Shaw, and technically from Jayne. It is my assessment that Linda and I performed well at delivering our course content and encouraging the intercultural exchange as well as the disciplinary exchange between our students. I am unsatisfied with my own ability to record final performances of the CCC students, and I did not do an adequate job of formal assessment. I also think CCC students did not communicate as generously about their experiences with the Voice work as the Actors’ College students did, although they were continually encouraged to do so. However, I observed a definite positive influence on the CCC
students from their contact with students of another culture. Their horizons were broadened. They now know students who are pursuing training and careers in the arts in another country, should they choose to maintain those contacts. They have broadened their facility with dialects. Most importantly, they have had another exposure to the level of commitment and training necessary to maintain a life in art.

Overall, the great success of our project for me lies in having made a relationship with another teaching artist in the world.

The greatest weakness lies in the lack of administrative support for COIL, and the seeming lack of interest of the institution at large for fostering international collaboration; or any collaboration. The person who generated the grant at CCC did not support the faculty as a team. We did not have regular meetings, unless we begged for them, and even then, we had one meeting of Ryan Hersha, Jayne Peaslee, James Jansen, and myself. Faculty were unable to secure any release time to give the attention and time needed to support a new (to me) initiative in our work, nor were any additional resources offered to us.

I do not mind expressing that I feel anger and a sense of betrayal. I wanted to reach out and broaden my students’ and my own artistic and educational experience in this particular area of performance training. I feel that I was not fully supported, and even punished for having taken the initiative to do something different. I took a great deal of extra work on -- certainly financially uncompensated -- to an already overstretched load. There has been no acknowledgement of this to date, and I do not expect any, nor that my initiative will be in any way encouraged or rewarded.

At ACTT I had no financial support, my trip to the COIL workshop was funded by myself and CCC, and then only organized (about a week and a half out from the workshop) and cemented when I offered to utilise my frequent flyer miles to pay for the bulk of the flight. My colleagues and the Director of ACTT believed that the initial introduction and planning was part of a greater scam that I was getting involved in. I had no administrative support, the Director of ACTT was concerned that there might be some ownership of material issues between the campuses and was also concerned for the student’s intellectual property rights, how long the Blackboard system would hold their posts etc, but other than that I had no conversations about how I was planning to administer the course or whether I needed any support from the college. Just getting a final class list from our administration team at ACTT to send to our Instructional Designer at CCC was an effort as they had other priorities. Pedagogical support came from my weekly Skype meeting with Mary and Jayne as did my technical support. As stated before, my director was interested only in the intellectual property of the students and was not sure that there was any gain for the college as a whole.

National University Institutional Support

The COIL Fellowship was brought to the attention of lead faculty Bettina Moss by her then dean Karla Berry. During the writing of the fellowship application the Provost of the university, Dr, Eileen Heveron, was brought into the discussion and she wholeheartedly supported the endeavor.

Once the partnership with Griffith University was established, the fellowship application submitted and our partnership chosen by COIL, the Provost again provided support in agreeing to allow the e-college platform to be used to host the course. The Provost’s office also supported the participation of Del Mackey from NU Cris (community outreach arm of NU) as co-instructional designer. NUCris contributed financially towards Del’s travel to NY (per diem). The Provost also provided travel funds for Core Adjunct James Napoli as this was not covered for the first conference due to the participation of an
International Coordinator from NU (Amy Portwood) who is no longer involved in the project. The Provost’s office did not get involved in content development other than to agree that the subject matter and the technical means (e-college) would be supported by the University.

Griffith University support:

When contacted by Bettina Moss, I was rapidly convinced that his was an experiment worth taking. Australia, as a country of immigrants is very interested in cross-cultural collaboration, and the field of screenwriting is one of the few relevant fields to develop online courses, and therefore long distance collaborations. As non US Fellows, there is no financial support, but Herman Van Eyken did travel to NY for the first conference on course development funding coming from the film school’s budget. Hugh Burton was predestined to come on board, though he was not a Full Time Faculty member of the film school. Instead he had online screenwriting course experience, and Herman Van Eyken considered this a major asset for the further development of the course.

I presented the course to the College Committee and the faculty board, and found overall support of further develop the course. Griffith had a previous good experience with one of the COIL Fellowships in the field of Criminology. That course has now evolved into a very successful online course. The Dean of the faculty is now looking into the matter for a sustainable offer of the course, and therefore both Hugh Burton and Herman Van Eyken continue to follow up on the peer evaluation, assessment of the course.

On the administrative side, the Dean allowed the Cortland class to go with only half the usual enrollment.

On the technical side we had a video technical person available to us every time we encounter an issue. This person also provided all the training necessary to use the equipment at the beginning of the course.

Administrative (allowing to share the platform with Spanish university)

ULPGC Institutional support:

- Financial: grant for travel expenses
- Administrative: none
- Pedagogical: none
- Technical: none

TTU--After winning the COIL fellowship, Kelli was able to apply for an internal grant to visit Korea. The grant paid for roundtrip airfare, hotel, and per diem for a five-day trip, which Kelli completed in November. Additional monies from the grant supported a trip to the Association for Teachers of Technical Writing national conference, where Kelli will present on her collaborative experiences. While in Korea, Kelli was able to speak at the Korean Technical Communication Association meeting and visit three universities. This work was sponsored through Sokjin’s support.

(not applicable in MJU)