Executive Summary

The Institute for Faculty Development (IFD) was successful this past year in providing the following supports to the Stockton faculty:

- Conducted the 2017 Summer Institute for Peer Evaluation of Teaching (SIPET) for 11 faculty members. Follow up showed that participants used what they learned in the institute to conduct peer observations for colleagues throughout the year. The 2018 SIPET has 10 faculty participants registered for the June institute.
- Ran the New Faculty Orientation in August 2017 for 32 new faculty members, and the weekly New Faculty Workshops during the fall semester. These events enabled new faculty to become comfortable with Stockton’s teaching culture throughout their first year.
- The IFD Director mentored faculty colleagues through peer observations, one-to-one meetings, and file construction workshops. The IFD office also provided mid-term evaluation summaries upon request for 12 faculty members and 24 course sections.
- The five 2017-2018 IFD Fellows supported approximately 50 faculty in the areas of quantitative research, visual literacy, and cross-cultural competence, as well as supported international and faculty of color. The 5 faculty fellows for 2018-2019 will be continuing from this year in those same areas.
- Eight Teaching Circles ran for 2017-18 in the areas of writing & publishing; service learning & civic engagement; teaching research methods; news literacy; critical pedagogy; civic education; migration studies; and recruitment & retention of faculty of color.
- The IFD collaborated with the Faculty Review Committee to run file construction workshops for pre-tenure faculty in December.
- Hosted Dr. Chavella Pittman for the IFD Spring Speaker series in March 2017. Dr. Pittman spoke to 27 faculty members, administrators and students on the topic of.
- Came alongside the Stockton Center for Community Engagement to produce a series of short videos on the scholarship of engagement.
- Partnered with the Office of Sponsored Programs and Research to successfully run a summer grant-writing institute in July and August of 2017. This will be repeated as part of 2020 funds in summer of 2018.
• Successfully hosted a Day of Teaching event in October 2017, with 24 faculty opening their classrooms to colleagues for visits, and 50 faculty attending Dr. Christina Harrington’s plenary session on Dynamic Lecturing. The 2018 Day of Teaching will be held in the fall semester using 2020 funding.
• Hosted a retreat for 9 faculty members who were tenured in the past two years on The Slow Professor, a book by Berg and Seber that advocates faculty to seek to achieve work-life balance.
• Hosted seminars and workshops for faculty in the IFD space located in F-227.

Going forward the IFD seeks to:

- Continue to increase use of F-227 through hosting of seminars, meetings and events.
- Continue to increase participation by faculty in IFD seminars by making them available through live streaming video and webinars in addition to face-to-face formats.
- Run the Day of Teaching in early or mid-October for a second time.
- Run a faculty retreat in May 2019 in conjunction with the Work-Life Balance Teaching Circle.

Annual Report – Institute for Faculty Development

Mission/Vision

The mission of the IFD is to serve as a resource to support effective pedagogy and productive scholarship for all faculty members. The IFD works with faculty to develop services and resources to assist them in the pursuit of their goals for excellence in teaching, research, and service.

The IFD is closely aligned with the university’s vision of Stockton as a higher education institution that places emphasis on the “primacy of teaching” as a key component for successfully achieving desired student-learning outcomes.
Brief history of the program

The IFD has been in existence since 2005, following a two-year gap after the disbanding of the prior Institute for the Study of College Teaching (1999-2003). It uses a model of an appointed individual faculty member with the responsibility of overseeing a centralized teaching and learning center with dedicated professional staff support. Since the founding of IFD in 2005, the university has experienced considerable growth in the numbers of both students and faculty. During that time, the IFD has also expanded its services and entered new areas in response to faculty needs, institutional initiatives, and the individual strengths and interests of the four successive IFD directors. The IFD appears to now be institutionalized as part of the Stockton culture.
A. Setting of Goals for 2017-2018
   a. Goal 1: Increase presence and communication with faculty
   b. Goal 2: Expand and organize the topics covered by IFD programming.
   c. Goal 3: Look for ways to address topics faculty feels are important.

B. Progress on Goals for 2017-2018

Goal 1: Increase presence and communication with faculty

Objective: Partner with other groups

Action:
Ran a 2020 funded summer grant writing institute for 6 faculty with Todd Regn and the Office for Sponsored Research in July and August of 2017.

Action:
Assisted with creation of a series of video for faculty on the Scholarship of Engagement with Merywilda Colon from the Office for Community Engagement, Chelsea Tracey-Bronson from the School of Education, and Tucker Rowlinson of the e-Learning department.

Action:
Hosted a three part seminar series in conjunction Merywilda Colon from the Office for Community Engagement on the Scholarship of Engagement in Spring 2018.
Goal 2: Expand and organize the topics covered by IFD programming.

Objective: Continue the IFD programs for new faculty; peer observation; file construction and IDEA interpretation; and mid-term teaching evaluations.

Action: Ran New Faculty Orientation

Ran New Faculty Orientation August 22 – 23, 2017. Invited were the 31 new faculty hires, of which 28 attended (2 had January 2018 start dates, 1 had participated in the orientation the previous year as a 13-D hire).

Action: Ran New Faculty Workshops

The New Faculty Workshop series was held on Wednesdays from 9:55 – 11:10 throughout fall semester.

Action: Mentoring of New Faculty

Met with new faculty both formally and informally throughout the year to discuss confidential information about matters such as file construction, teaching feedback, and navigating the politics of university.

Action: Trained Faculty for Peer Observation

A follow up survey of the participants 2017 Summer Institute for the Peer Observation of Teaching (SIPET) indicated that the SIPET Teaching Fellows conducted a total of 14 peer observations, all for pre-tenure faculty.

The call for the 2018 SIPET went out in late March, with nine applicants who were all approved by a review committee consisting of IFD Director Douglas Harvey, faculty member Jason Shulman, and Dean of NAMS Peter Straub.

Action: Conducted Peer Observations

In addition, the IFD Director conducted peer observations for twelve pre-tenure faculty members. Observations involved a pre-meeting with the
faculty member to discuss what they were going to be teaching during the observation, and to discuss any specific aspects of their teaching they might want feedback on as a result of the observation. The observation itself takes place during a class session or in the case of the online course at a time of the observer’s choosing, with detailed notes being taken by the observer. After writing up the notes into an observation letter, the observer shares the letter with the faculty member and may have a follow-up meeting to discuss the results as colleagues.

**Action: Training for File Construction**

Covered file construction for first year faculty as part of the New Faculty Workshop series in the fall semester, and ran three faculty construction workshops in December and January, one workshop for each of the new faculty cohorts pre-tenure faculty on campus. Attendance at each workshop was between eight and ten faculty members. A member of the Faculty Review Committee joined me at each workshop to provide their advice as well.

**Action: Supported Mid-Term Teaching Evaluations**

Nancy Monticello in the IFD Office summarized mid-term evaluation feedback for 12 faculty, 24 separate course sections, and 472 student participants. Mid-term evaluation is a confidential and voluntary method for faculty to engage with students regarding the course while there is still time to make changes to improve the course. Often such an effort communicates to students the value of their feedback, and improves response rates for the final IDEA evaluation.
Objective: Continue the IFD Fellows and Teaching Circles

Action: Gather Information on 2017-2018 IFD Fellows

A survey of the 2017-18 Faculty Fellows was conducted in April of 2017 as a format to allow the Fellows to reflect on their experience and report their success:

Diversity – Dr. Alison Sinanan, Associate Professor of Social Work

Dr. Sinanan ran a workshop on Recruitment and Retention of Faculty of Color that covered the topics of:

- How to develop an inclusive environment where people can flourish without micro-aggression, racism, sexism, homophobia, ableism and other “isms”.
- Creative responses to campus climate issues.
- Creating a collective voice that is heard.
- How the cultural climate of the campus impacts recruitment and retention of faculty of color.
- Developing solutions.

Allison also provided her support through individual faculty consultations and by leading the Recruitment and Retention of Faculty of Color Teaching Circle.

International Faculty - Dr. Guia Calicdan–Apostle, Associate Professor of Social Work

Dr. Calicdan-Apostle worked with 7 faculty members and:

- Provided 2 presentations on Cultural Competence in professional practice (scheduled in November 2017 and Globalization Lecture Series- March 2018)
- Promoted a faculty institute on visual literacy in teaching topics on diversity issues with Dr. Jung Lee, another IFD Fellow, and presented the use of visual literacy in diversity issues.
- Collaborated with faculty on planning the Victimology conference,
• Created a syllabus on Visual Literacy and Victimology for students (as an Independent Study Course)
• Promoted Globalization lectures and research on diversity issues.
• Presented at Unite Against Hate Day on the same topic that I proposed (Cultural Competence) and facilitated a discussion on KKK and Civil Rights leaders (An Unlikely Friendship).

Cross-Cultural Communication- Dr. Amee Shah, Associate Professor of Health Science

Dr. Shah worked with approximately 16 faculty and administrators explaining her program for supporting cross-cultural communication. She met with interested faculty in individual meetings and coffee-chats to learn about their needs and fears around accents and communication. Amee presented at the program level, school level, and through the Academic Affairs Provost Diversity Counsel, including presenting in the summer institute, to spread awareness about privilege and bias around the linguistic aspect of diversity, including linguistic profiling and micro-aggressions.

Visual Literacy – Dr. Jung Lee, Professor of Instructional Technology

Dr. Lee organized and offered four workshops:
  • TRIZ (problem solving based on logic and data), presented by visiting professors from South Korea Drs. Park and Hyun.
  • Visual Literacy for the Net Generation, presented by Guia Calicadan-Apostle.
  • PPT as a Graphic Tool, presented by Dr. Lee.
  • PPT as an Animation Tool, presented by Dr. Lee.

Jung also disseminated information related to visual literacy and its importance via faculty email. She also met with a Library faculty member and a staff member to develop a webpage for the Visual Literacy. Jung promoted the International Visual Literacy Association and encouraged faculty members to submit proposals to their annual conference.
Quantitative Research - Dr. James Avery, Associate Professor of Political Science

Dr. Avery worked with 7 faculty members who had questions about surveys they were conducting or research they had already conducted. He provided advice with data management issues and use of SPSS, as well as approaches to research questions using quantitative data. He also helped a faculty member with transporting data from and text document into the Stata software.

Action: Gather Information on 2017-2018 Teaching Circles

- Teaching Research in University Environment (TRUE) - initiated a research project that included surveying faculty (~15) who teach research and evaluation at Stockton. This included obtaining IRB approval, creating survey questions, qualitative interviews and preparing research presentation. The group presented the findings at the 37th Annual Conference of the Critical Thinking Institute. The circle also conducted two sessions of the workshop at the IFD office in Fall 2017, which was attended by 5 faculty in person and a number who watched the live stream online.

- Service Learning & Civic Engagement - 12 faculty and staff participated in 5 meetings as the circle coordinated the first symposium on Service-Learning at Stockton University on May 16, 2018. The Symposium was attended by over 50 faculty, staff, administrators, Stockton alumni, community partners, and service-learning staff members at regional institutions (e.g. Montclair State University, Monmouth University). This half-day event (8:30am-2pm) shared faculty and staff-led presentations and workshops on best-practices for incorporating service-learning into courses and models/tips for how to connect service-learning with scholarship. The circle also hosted an information session with Todd Regn and David King on internal funding and the Scholarship of Engagement (SOE) award. Members compiled a document that outlines the application process for SOE funding. The group also compiled and shared a document listing scholarly and professional conferences
that can serve as outlets for sharing service-learning research and pedagogy.

- **Writing** - The writing circle met monthly to provide feedback on 3 writing samples. These included book chapters, NIH grant submissions and journal articles. During the fall semester, we followed the book: "Writing Your Journal Article in 12 Weeks" by Wendy Belcher. Each member received a copy of the book and a Blackboard page was created for the circle. In addition, there was an online virtual writing group that met daily. Members would attend when it fit their schedule. There was also a show-up and write session held every Friday in the library that members would attend when it fit their schedule. Additionally, the circle hosted a campus-wide writing workshop in January. This workshop was led by Dr. Zwick and Dr. Del Rossi and included information on best-practices learned over the last 3 years of the writing circle. The workshop was attended by 25 faculty or staff members from across the University.

- **Civic Education** - In the fall 2017 semester, the Circle met every other week to read and discuss scholarship in the area of civic learning. They discussed what it meant to "do" civic education, what the potential challenges are, and how they might incorporate civic learning into courses. In the spring 2018 semester, the group moved from reading others' ideas to sharing their own, with each meeting dedicated to one individual member's proposal for incorporating civic learning into their own classroom. The other members would read the proposal and discuss its implementation.

- **Critical Pedagogy** – 11 faculty members participated in 4 meetings. During each meeting each participant had 'homework' to complete in advance of the meeting to prepare for the activities. They focused on sharing and disseminating critical teaching tools and activities that we had individually used previously. In addition the group explored literature on the nature of critical thinking and teaching along with issues of neoliberalism in higher education. Some members were able to bring back information from the critical teaching symposium held at Florida Gulf Coast University. Christina Cavaliere also presented at the symposium on tools for critical thinking. All members attempted to implement a new critical teaching tool in the classroom and shared successes and challenges that were
experienced. Some circle members contributed to the building of an online forum by sharing their teaching tools.

- **News Literacy** - the circle met three times to share resources, best practices, and challenges for teaching news literacy. The event was advertised to the entire faculty and staff and was well-attended. The circle also worked with the library to develop a subject research guide for News Literacy similar to the one that exists for Economic Inequality.

- **Migration Studies** – The circle held periodic meetings to discuss current developing domestic and international policies, and their impact on members' research agendas, teaching topics (including the development of new classes), and developing co-curricular events and in-class projects. The group provided guidance to members of the steering committee responsible for proposing a new Migration Studies minor at Stockton University. Although not all the members were involved in the creation of the minor proposal, the circle reviewed the goals of the minor, and discussed how diverse faculty members would be integrated into the minor to create a broad perspective on the study of migration. The circle participated in the nation-wide screening of Human Flow, a film following Ai WeiWei's documentation of refugee crises around the world, and took part in the live-streamed interactive Q & A session with the filmmaker. Lastly the circle hosted a luncheon between members of the Stockton University faculty community and practitioner organizations in the region that serve populations that, in some way, fall under the umbrella of "migrant populations".

- **Recruitment and Retention of Faculty of Color** – This circle hosted a workshop in April 2018 for 12 attendees. At this workshop the members of the teaching circle presented strategic goals and applications of recruiting and retaining faculty of color. In addition, the circle administered two surveys, one that focused on the effectiveness of the search advocate program. The other survey was a follow up to the Climate Survey. They specifically focused on obtaining qualitative information where analyzed themes in how faculty and staff feel on this campus. Results of both surveys were presented at the workshop as well as at the 5th Annual Women in
Academia Conference, and will be presented at the Union Summer Workshop in August 2018.

A call was sent out in early April to faculty and staff for 2018-2019 teaching circle proposals. The IFD Director received several applications and after a review by two members of the Teaching Fellows and the IFD Director the following are being funded for a total of $12000:

- Recruitment and Retention of Faculty of Color (Year 2 - $4000)
- Culturally Responsive Teaching ($2000) - The teaching circle proposes to assist instructors in creating a culturally responsive pedagogy for higher education instruction that infuses diversity and inclusion. This teaching circle will engage the participants in learning how to create a safe, inclusive, and respectful learning environment and share teaching practices from principles to content that highlight professional or interprofessional disciplines and cultures.
- iGen Impact ($2000) - A teaching circle designed to help educators navigate their way through the data, best practices, pitfalls and challenges associated with iGen can be a valuable resource and network. In addition to the academic challenges, iGen are experiencing unprecedented levels of anxiety, depression and loneliness (Twenge, 2017) and a teaching circle can help educators recognize and address these symptoms as they impact our classrooms.
- Balancing the Academic Life ($2000) - The Balancing the Academic Life Teaching Circle will meet monthly for guided meditation, journaling, and vision planning; create a guide for post-tenure work/life balance; provide a variety of print & digital resources for stress-reduction; and collaborate with the IFD for a two-day retreat in May 2019.
- Mid-Career Faculty What to do After Tenure? ($2000): - After tenure, faculty can have difficulty determining new goals on which to focus as an academic. This circle will be designed to bring together mid-career faculty in order to support one another as they work towards engaging in self-reflection with the outcome
hopefully being a plan for getting the most out of their tenured years.

**Goal 3: Look for ways to address topics faculty feels are important.**

The IFD ran 6 different face-to-face seminars for faculty during the year. Attendance was dependent on topic and time. Feedback from the seminars was uniformly positive, based on surveys filled out by attendees. They reported finding the sessions valuable for their professional development, increasing their interest and knowledge of the topics through sharing of relevant content and discussion amongst colleagues.

**New Initiatives**

1. Continue increase use of F-227 through hosting of:
   a. Faculty seminars and workshops
   b. Teaching circle meetings
   c. IFD faculty fellow consultations
   d. SIPET training
2. Increase the reach of the IFD through continued use of the IFD online presence including:
   a. IFD web site updates
C. Budget

2018 Budget Report

The IFD non-salary budget for last year was $22,680.00. The Institute for Faculty Development (IFD) non-salary budget has remained at the same level of $22,680.00 since at least 2010, which is the last year of budgeting data for which the IFD has files. Including approximately $128,000 in salaries for the Director and a Program Assistant, the IFD base budget for FY 2018 was $150,680.

Additional funds are provided to the IFD from the Provost’s budget for the following programs (not included in IFD budget request):

- Teaching Circles: $12,000
- Summer Institute for Peer Evaluation of Teaching: $24,000

The total true budget amount for the IFD was $186,680 for the last FY.

Per A Guide to Faculty Development (2010), in 2007 the rule of thumb was that to be “financially well supported” (pg. 42) a center should have a budget between ½% to 1% of the salary and benefits of the faculty it serves. A more recent Survey of College Efforts to Improve Teaching Effectiveness (2016) reported that the average 2015-2016 budget for a teaching center, including salaries, at an MA or PHD Granting school was $249,924, and $211,000 for a 4-year degree granting institution. The median for all institutions regardless of type was $366,103.

For the fiscal year 2016, the total reported salary budget for full time faculty at Stockton was $30,565,800, plus $3,938,000 in salaries for adjunct faculty. Assuming Stockton uses the average of 35% of salary being the cost for benefits, the budget for benefits is $12,076,000, with $10,698,000 for full time faculty and $1,378,000 for adjunct faculty. Combined with the salary figures the total estimated salary and benefits for Stockton University faculty is:

- Full Time Faculty: $41,263,800
- Adjunct Faculty: $5,316,000

$46,579,800
Using these figures, it is apparent that Stockton has budgeted the IFD at roughly .0039 percent of the salaries and benefits of its faculty constituency, or slightly under half of 1%. This represents the low end of the amount considered to be adequate for a “financially well supported” faculty development center. Applying the percentage of 1% as the high end of the range, in order to be very well supported the IFD budget would need to be $465,798. Using those figures a well-funded IFD should be budgeted within the range of $232,899 and $465,798. The mid-point of that range would be $349,349.

Depending upon the percentage one wishes to consider being indicative of well supported, the IFD is underfunded by between $46,589 to $279,488. Understanding the financial constraints of a state institution, the IFD recognizes that Stockton is not in position to greatly increase budgets immediately to amounts that would be considered well supported. With this understanding the IFD is requesting additional non-salary funds at this time in the amount of $18,000 to increase the IFD budget to .0044 of faculty salaries and benefits.

Among the requested budget items for next year are:

**Increased funding for support of Scholarship of Teaching and Learning**

Funding for faculty development in the form of disseminating their own experiences and research with teaching and learning is a hallmark of a strong center for teaching. These funds can also be used in support of attendance at teaching workshops and seminars. Funds to supplement faculty travel have been a request of faculty to the IFD for several years now, and it deserves to be explicit in the budget.

**Seminars, workshops, and other events including New Faculty Orientation and the IFD Speaker Series**

It is important to provide faculty with opportunities to come together in learning communities and share expertise. Part of successfully maintaining such community is to provide members with sustenance for mind and body. This increased budget for catering and materials (books, videos, licenses) will allow the IFD to offer more events throughout the year. Such events will include adjunct faculty participation.

Excluding the technology funds provided this past spring the total request for non-salary budget is $29,955.
## Proposed Budget for FY 2018

<table>
<thead>
<tr>
<th>Budget Line</th>
<th>Description</th>
<th>Approximate Amount</th>
<th>Approximate Percent of Budget</th>
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<tr>
<td>Office</td>
<td>Maintenance of the IFD office</td>
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<tr>
<td>Speaker Series</td>
<td>Costs for an annual speaker(s) on a topic relevant to teaching and learning.</td>
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<td>Professional Development – IFD Director</td>
<td>Travel to conferences and workshops for the IFD Director for maintaining currency of knowledge and skills for supporting faculty.</td>
<td>$6,500.00</td>
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<tr>
<td>Seminars, Workshops, and New Faculty Orientation (other than SIPET)</td>
<td>Costs associated with running events for faculty including space, catering, and materials.</td>
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<td></td>
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<td>$5,652.00</td>
<td>15% Catering</td>
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<td>$3,768.00</td>
<td>10% Materials</td>
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<td>Faculty Retreat</td>
<td>Costs associated with running an off-site retreat for 20 faculty members</td>
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### Detailed Budget Breakdown

#### Office Supplies - $2535.00

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<tr>
<td>Copier Maintenance</td>
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<td>Printing – Paper, Toner</td>
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<td>Supplies</td>
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#### Spring Speaker - $6000.00

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<td>Travel Reimbursement</td>
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<td>Lodging – 2 nights</td>
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<tr>
<td>Meals including Catering for breakfast and lunch events with Stockton faculty and administration</td>
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#### IFD Seminars (20 per semester, 10 attendees per seminar)- $2800

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<td>Catering – coffee, drinks, snacks at $50 per event</td>
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<td>Supplies – Large Post-It Self Stick Pads, Notepads, Pens, etc.</td>
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<td>Printing – handouts, brochures, etc.</td>
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#### File Workshops (5 yearly for 1<sup>st</sup> – 4<sup>th</sup> year and post-tenure faculty) – $3220

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<td>Catering – lunch or reception at each event</td>
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<td>Supplies – Large Post-It Self Stick Pads, Notepads, Pens, etc.</td>
<td>$50.00</td>
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<td>Printing - handouts</td>
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#### New Faculty Orientation - $3400

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<tr>
<td>Catering – Lunch for faculty and mentors on Day 2</td>
<td>$820.00</td>
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### Books
- **The Skillful Teacher, The Discussion Book** – 40 copies  
  - Cost: $1,980.00

### Supplies
- Large Post-It Self Stick Pads, Notepads, Pens, etc.  
  - Cost: $40.00

### Printing
- Handouts, readings  
  - Cost: $560.00

### POD Network Annual Conference and Workshop - $2500
**November 13-18, 2018 Portland, Oregon**

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<tr>
<td>Meals and Incidentals</td>
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### Lilly Conference – Bethesda, Maryland - $1500.00
**Late May, 2019 Bethesda, Maryland**

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### Society for Teaching and Learning in Higher Education - $2500
**June 2019 TBA (in Canada)**

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