STOCKTON UNIVERSITY

2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: 2020@stockton.edu. Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:
- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

Please consider the following questions as helpful prompts:

University-wide Objective(s)
- Does your proposal clearly address an issue relevant to your selected "primary strategic (LEGS) theme"?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

Expected Results
- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	
Your Email	
Title of Project	
Project Leader	
LEGS Initiative Team Coach	
Project Partner(s)	
Duration / Time Frame of Project	

Proposal Category (choose one: one-time or ongoing)	
One-Time Event or Activity	**Ongoing Event or Activity**
(A) $5,000 or less	(C) $5,000 or less
(B) More than $5,000	(D) More than $5,000

Strategic Theme (choose one)	
	Learning
	Engagement
	Global Perspectives
	Sustainability

Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes			
Learning			
	Deliver high value-added learning experiences and promote scholarly activity (S1)		Reward scholarly applications (ER2)
	Promote liberal arts ideal to develop lifelong learners (S2)		Establish additional revenue sources (RS1-L)
	Strengthen internal processes to support learning (IP1-L)		Reduce expenses (RS2-L)
	Develop faculty and staff skills to support learning (ER1-L)		Align resources to support strategic plan (RS3-L)

Engagement			
	Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)		Foster an interactive environment among students, faculty, staff, and community (ER3)
	Prepare students for active citizenship role (S4)		Increase opportunities for interactions between internal and external communities (ER4)
	Create mutually reinforcing intellectual and co-curricular experiences (S5)		Establish additional revenue sources (RS1-E)
	Strengthen internal processes to support engagement (IP1-E)		Reduce expenses (RS2-E)
	Develop faculty and staff skills to support engagement (ER1-E)		Align resources to support the strategic plan (RS3-E)

Global Perspectives			
	Develop a globally diverse Stockton community (S6)		Strengthen opportunities for global interaction among members of the Stockton community (ER5)
	Enhance capacity to participate globally (S7)		Establish additional revenue sources (RS1-G)
	Strengthen internal processes to support global education (IP1-G)		Reduce expenses (RS2-G)
	Integrate global program efforts among multiple units of the university (IP2)		Align resources to support the strategic plan (RS3-G)
	Develop faculty and staff skills to support global education (ER1-G)		

Sustainability			
	Increase sustainable infrastructure (S8)		Develop and implement sustainability programs (IP5)
	Enhance sustainability education and research (S9)		Develop faculty and staff skills to support sustainability (ER1-S)
	Increase recognition as a model of sustainability (S10)		Reward sustainable practices (ER6)
	Partner to promote global sustainability (S11)		Establish additional revenue sources (RS1-S)
	Strengthen internal process to support sustainability (IP1-S)		Reduce expenses (RS2-S)
	Prioritize sustainability in plan operations and residential life (IP3)		Align resources to support the strategic plan (RS3-S)
	Promote sustainability across the curriculum (IP4)		Seek efficiencies through sustainable practices (RS4)

Narrative Summary of Project

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Assessment Plan: What are your anticipated outcomes and specific measurements for success?

Budget Summary

	Item	**FY2017** July 1, 2016 – June 30, 2017	**FY2018** July 1, 2017 – June 30, 2018	**FY2019** July 1, 2018 – June 30, 2019	**Notes/Comments** (stipends, supplies, hospitality, etc.)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
	Total				

First-Year Funding Questions

Will you need funds for <u>immediate</u> use to begin your project?	**Yes**	**No**
If so, how much?		
Date when funds will be needed		

CC: Dean/Director

Day of Teaching Proposal

Peer observations of teaching faculty are seen as positive not just for the faculty member being reviewed but also the reviewer (Kohut, Burnap, & Yon, 2007). Seeing colleagues using teaching strategies provides faculty with a direct model that informs their own efforts to engage students. Stockton has successfully run summer institutes to train peer observers for the past six years, as well as supported a faculty fellow for peer coaching and offered in class focus groups as part of the Institute for Faculty Development's efforts to support teaching. While formal observations are used within the personnel process, there may be value in providing a voluntary opportunity to invite colleagues to visit one another's classes in a larger public event for the purpose of sharing techniques and approaches. Such an event would serve to further enhance the community of teaching that Stockton has cultivated since its inception.

Donnelly (2007) argues that "the climate of peer observation" be one that encourages open dialogue and is "supportive of risk-taking"(pp. 4). Creating such a climate is best achieved by making peer observation more collegial, thus easing concerns about observation being punitive (O'Keefe, Lecouteur, Miller, & McGowan, 2009). A Day of Teaching would serve to make a safer venue in which to share, and institutions that have created such opportunities have reported success:

- Rice University created "Faculty Owl Days" that occur in early February, with faculty coming together to learn from one another by visiting active classes. The event is based on the belief that "Observing our peers, as they teach, has the capacity to both strengthen our faculty community and challenge our beliefs on how space, technology and presentation impact effective learning." (http://cte.rice.edu/upcomingeevnts/2017/2/1/faculty-owl-days-day-2-of-2).
- The University of Calgary holds an "Open Classroom Week" sponsored by their faculty led Teaching Academy. As one participant noted: "This provides an opportunity to build our knowledge of best practices and what's happening in different classrooms." (

https://www.ucalgary.ca/utoday/issue/2015-10-16/university-instructors-open-their-classrooms-observers).

- Vanderbilt University has two days called "Open Dores" in late September. In explaining the value of teaching visits, the Center for Teaching claims that "Too often in higher education we instructors do not have the opportunity to watch and discuss each other's teaching, and therefore we struggle in what Lee Shulman has called, "pedagogical solitude. " (https://cft.vanderbilt.edu/events/teaching-visits/).

Shulman (1993) suggested that an academic institution could build a stronger faculty culture if it were to "offer two colloquia" to potential new hires. One colloquium would be focused on allowing faculty to share research to colleagues through a presentation. The other would be a "pedagogical colloquium" that would promote sharing of course designs. Shulman saw this as a way to publicly communicate the centrality of teaching at institutions of higher education. While Shulman was arguing the value of colloquia for hiring, it is not a stretch to see how ongoing sharing of these two areas of faculty life could benefit the culture of an institution. Dr. Joshua Eyler, Director of the Center for Teaching Excellence at Rice, shares that:

 "Our goal for the program was to build community with respect to teaching and to encourage more people to observe each other. To that end, almost every class that has been a part of the program has had observers in it…. [Increasing numbers of faculty have been] referencing something they saw while observing and a desire to try it out in their own classrooms. In addition, the celebration of teaching reception at the end of the week is always well attended, and people have been genuinely happy and excited to talk about ideas generated by Faculty Owl Days." (e-mail correspondence 2017)

Historically Stockton has promoted that faculty are to concern themselves with three areas of professional responsibilities: teaching, scholarship and service. Of those three, two have days each year devoted to the public sharing of faculty practices with their colleagues and students. The MLK Day of Service has been a staple of Stockton's engagement with the

community for 13 years, and is currently overseen by the Office of Service Learning at the beginning of each spring semester. The Day of Scholarship, in which faculty and students share their research efforts, is in its 17th year, run by the Office of Research and Sponsored programs in late March or early April. Adding a Day of Teaching in the fall semester would complement these other events by recognizing the value of the teaching efforts of Stockton faculty.

Purposes and Goals

A. Communicate the value of teaching for the Stockton community

A report on best practices derived from the national COACHE survey results (Collaborative on Academic Careers in higher Education, 2014) indicated that public celebration of the primacy of teaching was a common characteristic of institutions with strong teaching climates. The Day of Teaching would serve a public display of the value of teaching at Stockton.

B. Encourage faculty to observe one another as a catalyst for discussion of teaching.

Chism (2007) argues that peer review of teaching advances the idea of teaching as "community property", one in which all faculty have ownership. This event at Stockton would be an opportunity to foster those discussions.

C. Disseminate teaching practices among faculty.

Donnelly (2007) suggests that *both* faculty observers and those being observed enhance their "understanding of their professional practice" (pp. 128). A Day of Teaching will give faculty the chance to reflect on their teaching through the sharing of the observation experience.

D. Inspire faculty to innovate in their teaching through observation of peers.

In a review of literature on peer review of faculty, Thomas, Chie, Abraham, Raj, & Beh (2013) found that a strength of peer review was in supporting faculty exploring new pedagogical approaches. A day devoted to observing one another teaching would provide models for faculty seeking to improve their teaching by adopting new approaches.

Activities:

1. In late spring and early summer the IFD Director will solicit select faculty who may voluntarily be observed teaching by their peers on a date in the following fall semester. These faculty will be selected based on input from an advisory group comprised of the IFD Faculty Fellows, an SFT representative, and a representative from the Provost's Office. The goal would be to identify 20 faculty members who represent a diverse range of disciplines and teaching strategies.

2. The IFD will also select an invited plenary speaker on a topic related to teaching, with the plenary session to be held in conjunction with a Scholarship of Teaching and Learning poster session and reception to be held at the end of the Day of Teaching event. This would provide the event with greater gravitas and a more celebratory mood for sharing and discussion.

3. The IFD will determine a fall semester date with the most possible class meetings on which to hold the Day of Teaching event.

4. In consultation with the faculty who agree to participate, the IFD will produce a schedule of observations and a program for the event, and invite the campus to participate. This will be done both by announcement at the Fall Faculty Conference as well as via email, print invitations and posters. It is expected that this effort would succeed in bringing 100 attendees to the Day of Teaching.

5. In the lead up to the event the IFD will work with the faculty presenters to support creation of their presentations and posters. This will insure the quality of the event matches its importance to the campus.

6. During the event the IFD will oversee the organization of the days and coordinate support of the presentations, plenary session, poster session and reception to insure that the day proceeds smoothly.

Assessment:

It is important that the Day of Teaching not be perceived as producing formal observations of faculty. Assessment will be aimed at determining the scope and reach of the event as well as its impact on faculty teaching philosophy and practices. Assessment would use the Kirkpatrick Model for evaluation, with the goals being measured noted in parentheses:

Level 1: Reaction

1. Attendance monitoring of observation sessions (B)
2. Attendee post-session evaluation forms measuring the degree to which they found the session engaging and relevant (C)
3. Attendance monitoring of the plenary session and poster session (B & C)

Level 2: Learning:

1. IFD Consultations with faculty will note mentions of event (C)
2. Survey of faculty intention to implement of teaching methods learned from Day of Teaching (C&D) (C & D)

Level 3: Behavior:

1. Follow up survey of faculty implementation of teaching methods learned from Day of Teaching (C&D)
2. Peer observations by IFD Director or SIPET trained observers will note use of teaching methods learned from Days of Teaching (C&D)

Level 4: Results

1. Pre and post teaching climate survey conducted by IFD several months prior to and following the Day of Teaching event to determine if faculty perceive a stronger sense of teaching community (A)

Budget:

A. Plenary Speaker: $4500 per year

    Similar to the IFD spring speaker series, an outside expert presenting on university teaching would provide emphasis for the event and serve as a catalyst for reflection by faculty on their own practice. The cost is the same as that for the spring IFD speaker who focuses on faculty development in broad terms. The speaker for the Day of Teaching would be focused on the topic of teaching, and not be a replacement for the IFD spring speaker series. Finding a speaker, who is geographically close, such as from an institution near Philadelphia or New York City, may lessen this cost.

B. Reception in Campus Event Center:
    a. Year 1 – 75 people for $700
    b. Year 2 – 100 people for $900

C. Poster Session Costs: $500

    Prior to or following the plenary speaker would be an opportunity for faculty to share their practice as well as their scholarship of teaching and learning with their colleagues. This would include a reception with food and drink for presenters and attendees, prices based on Chartwell's menu used for similar sized events such as the Graduate Research Symposium. The Graphics department quoted an estimate of $25 per poster to produce posters for faculty presentations.

D. Printing of Invitations, Signage and Booklet
    a. Year 1: $1000
    b. Year 2: $1200

    Based on information provided by the organizers of the Day of Scholarship, costs for marketing of the event will include a print invitation to select faculty presenters, a campus wide email and posters. The day of the event there would need to be signage to

direct attendees to the classrooms, and a run of black and white booklets developed for the sessions, poster session and plenary speaker. Costs are based on the prices quoted for the Day of Scholarship's printing costs.

E. Presenter Thank You Bags: $500 each year

   To acknowledge faculty who volunteer to allow their colleagues to visit their classrooms, it is appropriate to provide a thank you in the form of a copy of Ken Bain's book *What the Best College Teachers Do* costing about $25 per copy, and a Certificate of Acknowledgement for participating in the event for the 20 faculty presenters.

Total Budget: $14,800
Year 1: $7200
Year 2: $7600

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