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	Kathleen Klein
Your Email	kathleen.klein@stockton.edu
Title of Project	Promoting Faculty Professional Development & Scholarship (Lilly)
Project Leader	Kathleen Klein
LEGS Initiative Team Coach	Amy Hadley
Project Partner(s)	Dennis Fotia & Doug Harvey
Duration / Time Frame of Project	2 years

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

P ▼	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)
S	Strengthen internal processes to support learning (IP1-L)	-	Reduce expenses (RS2-L)
S	Develop faculty and staff skills to support learning (ER1-L)	S ▼	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
Please refer to attachment

Assessment Plan: What are your anticipated outcomes and specific measurements for success?
Please refer to attachment

Budget Summary – 2020 Requested Funding Only

	Item	FY2020 July 1, 2019 – June 30, 2020	FY2021 July 1, 2020 – June 30, 2021	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	conference registration $525x15	$ 7,875.00		
2.	per diem $204 x 15	$ 3,060.00		
3.	hotel 4 nights x $200 x 15	$ 12,000.00		
4.	parking	$150.00	$200.00	
5.	presentation materials	$600.00		
6.	2021 conference $1600 x 15		$ 24,000.00	
7.	2021 presentation materials		$ 900.00	
	Total	$ 23,685.00	$ 25,100.00	

* Please note: a proposal can only receive 2020 funding for two fiscal years.

Funding Questions

Are you receiving any other University funding for this project?	No
What department or academic school will your budget for this project reside?	Academic Affairs
Who will be the Budget Unit Manager (BUM)?	Carra Hood
Who will be the budget processor?	Karen Lutgen
If you are requesting 2020 funding to hire a TES or consultant, is that person a current Stockton employee?	**Yes, Currently Paid as a/an:** ○ Adjunct ○ Faculty ○ Staff ○ TES	**No**
Will you need 2020 funds for <u>immediate</u> use to begin your project?	● **Yes, Date Needed:**	○ No

Additional Support Questions

Will your project require support from Information Technology Services?	○ **Yes** **No** ●
If so, please provide details:	
Will your project require support from Plant/Facilities & Operations?	○ Yes ● No
If so, please provide details:	pool vehicles?

Supervisor Approval/Support

Have you discussed your 2020 proposal with your supervisor, director, and/or dean and received their support?	Yes supported by Dr. Carra Hood

* Please note: proposers who answer "no" to this question may be required to submit additional documentation in support of their 2020 application form.

CC: Dean/Director/Supervisor

Project Title: Promoting Faculty Professional Development and Scholarship with Lilly

Narrative Summary of Project

Introduction/Background

Research indicates that effective professional development of faculty and teaching staff results in measurable impacts on teaching effectiveness. The impact is observed in changes to teaching practices, course delivery methods, and materials developed such as syllabi, assignments, teaching methods, selection of digital resources, instructional technology, and grading practices. Likewise, faculty professional development translates to improved student learning outcomes observed when professional development initiatives include assessment methods. The Stockton community will experience a positive University-impact from faculty and teaching staff developing increased expertise in evidence-based teaching and student learning practices. This proposal aligns directly with the Learning theme from the 2020 Strategic Plan. In considering the Choosing Our Path 2025 Strategic Plan this project is most strongly in alignment with the teaching and learning and inclusive student success key areas of focus. In indirect ways, this project impacts all six of the key areas of focus in the 2025 plan.

Despite the many benefits of faculty professional development mentioned previously, higher education institutions do not typically create workplace or professional expectations for professional development related to teaching. Professional development funds are frequently used to attend and present research at discipline specific conferences. At some institutions, professional development efforts are focused on delivering information instead of creating opportunities for continual, relevant learning that assist the adult learner (faculty) achieve meaningful and cumulative self-improvement in teaching and student outcomes. This project is designed to have a favorable impact directly on Stockton University faculty and students fulfilling our plan to promote teaching and learning excellence in a manner that facilitates inclusive student success. This project offers a systematic method for increasing Stockton University's national recognition as a leader in teaching excellence by promoting and supporting Stockton faculty involvement in research practices related to the Scholarship of Teaching and Learning (SoTL).

At Stockton University, formal professional development opportunities for faculty focused on teaching are primarily available through the Center for Learning Design (CLD) and the Institute for Faculty Development (IFD). The CLD and IFD are understaffed and underfunded to address the professional development needs of all faculty and teaching staff. However, the CLD has implemented efforts in collaboration with the IFD to spread the impact of professional development opportunities through innovative and new programs. Specifically, we propose to recruit self-motivated faculty willing to experiment and assess new teaching methods through an innovative professional development project called *Promoting Faculty Professional Development and Scholarship with Lilly*. In this professional development pilot project, faculty are funded to attend the well-respected, evidence-based teaching conference known as the Lilly conference. The Lilly conference is held around the country, but the closest conference (lowest cost) is held in Bethesda, MD. A [Lilly conference](#) is devoted to effective faculty practices in higher education and participants select sessions that promote learning outcomes that each faculty participant values. The Lilly conference was selected over other conferences for its focus on effective pedagogical practices for more than 40 years in a manner that promotes inclusive student success (in alignment with Stockton's current and 2025 strategic plans). Providing financial support so faculty can attend the conference and customize learning to their own needs is superior to trying to replicate the experience with internal resources. We lack the staff and funds at Stockton to replicate the Lilly conference experience.

Promoting Faculty Professional Development and Scholarship with Lilly is a program where a cohort of Stockton faculty and teaching staff will attend the Lilly-Bethesda conference with funding provided to support the project where some Stockton participants will attend the Lilly conference and others will present at the conference. Faculty attending the conference benefit from an effective professional development opportunity based on goals the faculty members outline when applying for this opportunity. Another segment of the cohort attending the conference will be presenting at the Lilly conference representing Stockton innovation in teaching practices (establishing and validating our reputation for SoTL).

The *Promoting Faculty Professional Development and Scholarship with Lilly* initiative allows Stockton to invest wisely in faculty professional development using a cohort model with high likelihood to increase faculty skills, promote job satisfaction, feature faculty work related to the scholarship of teaching and learning, and improve student learning outcomes. As a result of the planned Lilly conference experience, Stockton faculty will engage in authentic professional learning from and with colleagues permitting repetition and application of good teaching practices. Additionally, faculty scholarship and assessment practices align with Scholarship of Teaching and Learning (SoTL) as a body of research that enhances Stockton's reputation as a premier and scholarly teaching institution.

A cohort model was selected for this project to build a community of support and ambassadors to reach out to other faculty and spread good teaching practices. Research indicates that cohort or team-based professional development activities offer added benefits over traditional, individual professional development offerings. This project underscores the importance of a culture of teaching and learning and offers an opportunity to ensure an ongoing or generative culture of teaching and learning at Stockton where faculty learning and knowledge from the Lilly experience will spread beyond the cohort with support and guidance provided by the CLD and IFD. *Promoting Faculty Professional Development and Scholarship with Lilly* advances a model of faculty professional development based on strengths as opposed to deficits showing how teaching changes through inquiry, discussion, reflection and assessment. The experimentation and results of this pilot project will promote a "faculty commons" where SoTL resources and knowledge sharing about best teaching practices is available to the entire Stockton community.

The CLD and IFD supported a pre-pilot version of this project in Summer 2019 with 10 faculty and teaching staff attending the Lilly-Bethesda conference (no presenters). Faculty and teaching staff applied to attend the conference and were selected based on a competitive process. The CLD paid registration fees from its non-salary budget and provided professional development funds for CLD staff to attend. Faculty were fully supported to attend the conference with additional funds from the IFD. Based on preliminary assessment data, the desired outcomes for this project (listed in the table below) were achieved indicating the many benefits of this project. This 2020 project will provide funding needed to continue and expand the project. Without the 2020 funding, this project has no funds from the CLD and limited IFD funding for the 2020 conference. Additional materials from the pre-pilot project are found in appendices A-D.

2019 Pre-Pilot Lilly Project Outcomes	*Median Score from Survey Assessment Data*
To provide a high-quality professional development opportunity addressing faculty/teaching staff specific interests/goals related to teaching and learning.	5 (strongly agree)

To enhance scholarly teaching at Stockton University through direct instruction of a faculty/teaching staff cohort on methods to improve courses/student learning experience.	4.7 (strongly agree)
To facilitate interdisciplinary discussions and skills among the cohort related to teaching, Scholarship of Teaching and Learning (SoTL), student learning and working at Stockton.	4.8 (strongly agree)
To support faculty in integrating best teaching practices from conference in appropriate course(s) to improve the student learning experience.	4.9 (strongly agree)
To promote scholarship and dissemination of teaching practices (SoTL) by developing cohort of faculty to serve as "ambassadors" for the CLD & IFD.	4.2 (yes to disseminate/ serve as ambassador)
To encourage faculty to present SoTL projects at next year's Lilly conference (or other appropriate venue) and provide encouragement for publication as appropriate.	4.3 (yes to present/publish)
Stockton cohort members attending the conference will be satisfied with the experience.	5 (extremely satisfied)
CLD and IFD will have tangible projects/presentations/artifacts/information from each participant.	*Data available in November and beyond.
CLD and IFD will obtain feedback on the experience from participants to evaluate faculty needs and impact of the experience to improve/adjust/continue similar professional development projects.	4.9 (positive feedback on several variables)

Project Summary

This 2020 project is a two-year pilot project promoting and assessing the impact of professional development and a Scholarship of Teaching and Learning (SoTL) initiative on teaching and learning that supports inclusive student success. This project is designed to be a collaborative effort between the CLD and IFD. The Stockton community was recently notified that the IFD will not exist beyond June 30, 2019. This project will continue as a collaborative project with the CLD and whatever reorganized unit(s) take on the responsibilities of the IFD (assured IFD work will continue by the Provost). For the sake of clarity in this proposal, the term IFD is used to denote whatever unit serves the functions currently assigned to the IFD.

The project phases include:
Phase 1: Professional Development Initiative 2020 (FY20) Projected completion date: June 30, 2020

Based on a competitive application process focused on achieving targeted outcomes, fund 15 faculty/teaching staff to attend the Lilly-Bethesda conference May 28-31, 2020. Assess impact on professional development and effectiveness as a method to build participation in a Scholarship of Teaching and Learning (SoTL) Initiative.

Six faculty/teaching staff will be members of the pre-pilot program (or associated with IFD or CLD programs) from 2019 and will attend the conference as presenters and share information with the Stockton community.

Nine faculty will attend as a cohort engaged in professional development to improve one's own teaching practices and share information with the Stockton community.

Preliminary assessment activities will be completed by June 2020. Assessment of impact on faculty, student learning, and the Stockton community after participation in the conference will continue until June 30, 2021.

Phase 2: SoTL Development Initiative 2020-2021 (FY21). Projected completion date: June 30, 2021

Based on a competitive application process focused on achieving targeted outcomes, fund 15 faculty/teaching staff to attend the Lilly-Bethesda conference in 2021. Assess impact on Scholarship of Teaching and Learning (SoTL) Initiative and benefits for Stockton. Monitor impact on professional development with smaller cohort attending compared to faculty/teaching staff presenting.

Nine faculty/teaching staff will be members of the phase 1 program (or associated with IFD or CLD programs) and will attend the conference as presenters and share information with the Stockton community.

Six faculty will attend as a cohort engaged in professional development to improve one's own teaching practices and share information with the Stockton community.

Preliminary assessment activities will be completed by June 2021. Assessment of impact on faculty, student learning, and the Stockton community after participation in the conference will continue until June 30, 2022.

Purpose

The purpose of this two-year pilot program is to develop and sustain a culture of teaching excellence at Stockton through an effective cohort program that provides authentic professional learning experiences that impact teaching and learning. The program offers professional development opportunities to assist faculty in developing evidence-based teaching methods, reliable assessment practices to evaluate teaching, and builds capacity and awareness of Stockton's excellence in teaching. The project promotes engagement in the Scholarship of Teaching and Learning (SoTL) by faculty and increases the visibility of Stockton as an institution that assesses and values teaching excellence. Stockton gains visibility as Stockton faculty present and publish on innovative teaching promoting expertise in the research of teaching and other scholarly pursuits. The impact of this project is campus-wide impacting Stockton students (enhanced learning outcomes, effective pedagogy, responsive courses) and faculty/teaching staff (professional development with improved, examined, reflective teaching practices and/or research in SoTL) and other stakeholders in all campus locations based on validation of Stockton's reputation for teaching and learning excellence.

Project Goals

The goals of this project include:

1. Provide an authentic, effective professional development cohort learning experience by funding attendance at the Lilly-Bethesda conference for 15 faculty in 2020 and an additional 15 faculty in 2021.

1a. attending cohort members will select one aspect of teaching to learn about at the conference and assess implementation of strategies learned at conference for impact on teaching and/or student learning

1b. presenting cohort members will reflect on learning from attending the conference and implementing strategies in the classroom (if part of the former Stockton cohort). Using assessment and collected data, some cohort members will represent Stockton by presenting a poster or session at the Lilly conference demonstrating innovative, effective teaching at Stockton University contributing to Stockton's SoTL initiative.

2. Faculty cohort presenting at Lilly-Bethesda will be effectively mentored by CLD and IFD in developing SoTL projects and presenting at the Lilly conference. Cohort members will present SoTL project(s) at Week of Teaching, Day of Scholarship and other internal Stockton events in preparation for Lilly presentation.

3. Previous cohort members (and/or faculty with SoTL expertise) will present at a subsequent Lilly conference representing Stockton with exemplary SoTL presentations.

4. Faculty cohort group will assess the Lilly conference experiences allowing CLD and IFD to measure satisfaction and impact on professional learning, advancement of a SoTL agenda, and communication/sharing with the Stockton community.

5. CLD and IFD will assess return on investment from this pilot program. Data and program measures will indicate if an ongoing or generative culture of teaching and learning at Stockton is facilitated with faculty learning and knowledge from the Lilly experience spreading beyond the cohort and assess progress in Stockton's SoTL initiative.

Project Activities

1. Develop guidelines for application as a cohort member attending or presenting at the Lilly-Bethesda conference. Applicants will be selected based on a scoring rubric completed by a committee to fairly evaluate applications for this professional development opportunity.

1a. Develop a plan to assist presenting cohort members with development of a proposal and presentation for Lilly conference. Review pragmatics (planning) to attend conference.

1b. Communicate with attending cohort members to build sense of community and explain expectations before attending Lilly conference. Review pragmatics (planning) to attend conference.

2. Develop measurable objectives and an assessment plan to measure effectiveness of *Promoting Faculty Professional Development and Scholarship with Lilly* project. Submit IRB application if applicable.

3. Widely disseminate information about the opportunity and solicit applications.

4. Select cohort and hold meetings to further explain process and expectations.

5. Cohort attends conference (May 28-31, 2020 & late May/early June 2021)

6. Evaluate outcomes following conference attendance. Revise process for year 2 based on findings from year 1.

Beyond the pilot period (2 years), the CLD and IFD will explore alternative funding to continue this project demonstrating its effectiveness and achievement of desired results or discontinue if data

suggests Stockton is not getting the best return on investment. Data from this project will be useful in applying for external grant funds and determining if the cost per faculty member has value that extends beyond traditionally available professional development.

Assessment Plan

This project has the potential to result in important campus-wide impact for all of Stockton's stakeholders. By studying and better understanding professional development models that lead to measurable improvement in teaching effectiveness, increase specific faculty skills, promote job satisfaction, feature faculty work related to the Scholarship of Teaching and Learning (SoTL), and improve student learning outcomes, Stockton benefits by having data that supports our claim as a distinctive University with a focus on high-quality teaching and learning. Appendix E offers a framework for assessment of this project and information about potential assessment tools.

Outcome 1:

A. **In year 1, six faculty/teaching staff will attend the 2020 Lilly-Bethesda conference as presenters sharing SoTL information with Lilly-Bethesda conference participants and the Stockton community. Nine faculty will attend the 2020 Lilly-Bethesda conference as a professional development activity to improve one's own teaching practices and share information gained with the Stockton community (incorporate in courses and share learning with other faculty/teaching staff).**
B. **In year 2, nine faculty/teaching staff will attend the 2021 Lilly-Bethesda conference as presenters sharing SoTL information with Lilly-Bethesda conference participants and the Stockton community. Six faculty will attend the 2021 Lilly-Bethesda conference as a professional development activity to improve one's own teaching practices and share information gained with the Stockton community (incorporate in courses and share learning with other faculty/teaching staff).**

Assessment Plan:

1. Track number of applications received for presenting and attending the Lilly Bethesda conference (compare data year over year to measure faculty interest in professional development and perceived expertise in SoTL)
2. Record number of faculty attending the Lilly conference as a speaker/presenter versus attendee.
3. Track faculty cohort members participation in CLD and IFD initiatives, Stockton scholarship opportunities (such as Day of Scholarship, Week of Teaching and more) to measure sharing learning with members of the Stockton community.
4. Design/Select and use available measurement tools to assess impact of sharing learning with Stockton community based on framework proposed in Appendix E.

Outcome 2:

Faculty/teaching staff will indicate that the Lilly-Bethesda conference meets all desired project outcomes developed by the CLD and IFD. Meeting outcomes means that conference participation benefits the Stockton community and expands the reach and work of the CLD and IFD. *Please refer to chart on pages 2-3 for potential outcomes. If funding is received, outcomes will be developed in*

alignment with research literature, Stockton's Strategic Plan, and the goals/outcomes for CLD and IFD for the 2020 and 2021 cohorts.

Assessment Plan:

1. CLD and IFD will work collaboratively to develop project outcomes using framework proposed in Appendix E.
2. Provide surveys and other assessment tools to measure faculty/teaching staff responses pertaining to the achievement of outcomes.
3. Use analytics and other departmental assessment data to relate outcomes from participation in Lilly conference to Stockton community and work of the CLD and IFD. For example, numbers of SoTL presentations by faculty/teaching staff attending Lilly will be obtained from Snapshots and other sources of information about faculty accomplishments. We can track SoTL on faculty research agendas. We may track cohort collaborations and reported changes in teaching practice.
4. Analyze results of assessment plan to determine return on investment (ROI), providing report to Academic Affairs and other interested parties.
5. If feasible, determine a method to assess if student learning increases (or is changed) when faculty/teaching staff have attended Lilly.
6. Modify outcomes for year 2 based on findings in year 1

Summary of Budget Request

Year 1 (FY20): **$23,685.00**

Conference attendance costs $1,529 per person x 15 cohort members + parking = $**23,085.00**

> *Registration = $525 (estimated) x 15 = $7,875.00*
>
> *Per Diem = $204 (per diem meals not paid by conference + travel day rate) x 15 = $3,060*
>
> *Hotel Cost = 4 nights at $200 estimate ($256 is government per diem) = $800 x 15 = $12,000*
>
> *Transportation = Pool vehicles (2 vans) will be requested. Parking costs $15 day x 5 days x 2 vehicles = $150.00*

Funds for presentation materials (posters, handouts for 6 presenters) = $**600.00**

Year 2 (FY21): **$25,100.00**

Conference attendance costs $1,600 per person x 15 cohort members + $200 parking = $**24,200.00**

> *Calculated as per year 1 with anticipated slight increase in costs*

Funds for presentation materials (posters, handouts for 9 presenters) = $**900.00**

Lilly Bethesda 2019 Application

Instructions

Complete this application to request registration fee funding to attend the Lilly Conference in Bethesda, Maryland from May 30-June 2, 2019. Selection of participants to attend with funding is a competitive process. A limited number of applicants will have the registration fee funded.

The purpose of this opportunity is to learn from others in higher education about a variety of topics and ideas that will enhance teaching and learning practices here at Stockton. Those selected to attend the Lilly Conference will form a cohort of faculty and teaching staff to promote collaboration and share a scholarly and practical appreciation of teaching and learning that results in meaningful student learning outcomes while promoting faculty professional development.

Funding is available for the **registration fee only**. Faculty are responsible for additional funding required to attend the conference including but not limited to travel, hotel, and meals not included in the conference.

Only complete applications received by the deadline (April 2) will be reviewed. Please review the website information about the conference (click here) before completing the written responses on the application. Applications will be evaluated for impact on teaching, student learning, and commitment to collaborate with the Center for Learning Design and Institute for Faculty Development to share the learning experience with Stockton colleagues.

Q1 Your Name

Q2 Your Program/Department and School/Division

Q3 Indicate your current title/position.

Q4 Your Office and Phone

Q5 Your E-Mail

_____

Q6 Number of years teaching at Stockton.

_____

Q7 Have you ever attended a Lilly Conference?

○ Yes

○ Maybe

○ No

Q8 Select one of the Lilly Conference core values listed below that most closely relates to your goals and interest in attending the Lilly conference in Bethesda.

○ Community is a cornerstone to improving student learning.

○ Participants are life-long learners.

○ Everyone responsible for teaching has the ability and desire to learn to be a better teacher.

○ Scholarly, evidence-based teaching improves student learning.

○ Advancing education is a fundamental need in every society.

Q9 Briefly describe how the selected core value will be addressed in your course design, teaching, student learning, service, or scholarly activities after attending the Lilly conference. Response limited to 3500 characters.

Q10 List two - four specific, measurable professional goals you intend to achieve by attending this conference. Consider how you anticipate this conference will help you meet your current professional development needs. Response limited to 2500 characters.

Q11 Discuss your ideas for sharing information with the Stockton community based on your experience at Lilly Conference- Bethesda. For example, you might want to share resources at a program meeting or you would be willing to present to faculty and teaching staff through the Center for Learning Design or Institute for Faculty Development. Think creatively. Response limited to 2000 characters.

Q12 Final Question: Read and select each item to indicate agreement to fulfill the requirements for this funding opportunity. All items must be selected prior to submission of this application.

☐ I am submitting a completed application (this document) by the due date. I will be notified of my acceptance to participate by April 12, 2019.

☐ If accepted to participate, I will immediately work with my school/division to process registration and payments as directed in instructions provided by the Center for Learning Design.

☐ I will attend all sessions of the Lilly Conference and will notify the Center for Learning Design immediately if life circumstances change and prevent me from attending.

☐ I will meet with others attending the conference for organizational purposes (specific date TBD).

☐ I am financially responsible for costs not covered by the funding provided (registration fee is provided).

☐ Following the conference, I will meet with others in attendance and work with the Center for Learning Design and Institute for Faculty Development to share a takeaway message from the conference with colleagues.