



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	Betsy Erbaugh & Erin O'Hanlon
Your Email	erbaughhe@stockton.edu; erin.ohanlon@stockton.edu
Title of Project	MLK Day of Service at Fifteen Years
Project Leader	Betsy Erbaugh & Erin O'Hanlon
LEGS Initiative Team Coach	John Smith & Merydawilda Colon
Project Partner(s)	MLK Day Committee, Service-Learning, Student Dev., Bjork Lib. Special Collections
Duration / Time Frame of Project	7/1/18-8/31/2019

Proposal Category (choose one: one-time or ongoing)	
One-Time Event or Activity	Ongoing Event or Activity
<input type="checkbox"/> (A) \$5,000 or less	<input type="checkbox"/> (C) \$5,000 or less
<input checked="" type="checkbox"/> (B) More than \$5,000	<input type="checkbox"/> (D) More than \$5,000

Strategic Theme (choose one)	
<input type="checkbox"/>	Learning
<input checked="" type="checkbox"/>	Engagement
<input type="checkbox"/>	Global Perspectives
<input type="checkbox"/>	Sustainability

Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes	
Learning	

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

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

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

The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.

Narrative Summary of Project

See attached proposal

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

See attached proposal

Budget Summary

	Item	FY2018 July 1, 2017 – June 30, 2018	FY2019 July 1, 2018 – June 30, 2019	FY2020 July 1, 2019 – June 30, 2020	FY2021 July 1, 2020 – June 30, 2021	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	Student research stipend		\$ 3,000.00			student stipend
2.	Conference travel		\$ 3,500.00			faculty/staff/student
3.	Data collection		\$ 200.00			hospitality
4.	Printing		\$ 500.00			report/publicity
5.	Presentation/reception		\$ 1,000.00			hospitality/PR
6.						
7.						
	Total	\$ 0.00	\$ 8,200.00	\$ 0.00	\$ 0.00	

* 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?	SOBL, RPD, Provost and CCE support will be sought.			
What department or academic school will your budget for this project reside in?	GENS			
Will you need funds for <u>immediate</u> use to begin your project?	<input type="radio"/>	Yes	<input checked="" type="radio"/>	No
If so, how much?	\$			
Date when funds will be needed				

Supervisor Approval/Support

Have you discussed your 2020 proposal with your supervisor, director, and/or dean and received their support?	Yes
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* 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

The MLK Day of Service at Fifteen Years: Community Engagement and Learning Outcomes

Betsy Erbaugh & Erin O'Hanlon, Office of Service-Learning

Narrative Summary

On January 21, 2019, Stockton University will host its 15th Annual Martin Luther King, Jr (MLK) Day of Service. At colleges and universities across the U.S., Days of Service are carefully organized and orchestrated days where numerous participants with campus ties (students, faculty, alumni, staff, and members of communities at large) volunteer for community-based service projects.

Since 2004, the MLK Day of Service at Stockton University has evolved from a small group of volunteers and community partners into a logically complex day that includes over 800 students, faculty, staff and community members participating in short-term service projects with 30 local (off-campus) community partners, complemented by a full week of activities designed to highlight service and to enhance learning, civic engagement and reflection. Community partners are the nonprofit organizations and agencies that support communities most in need, including afterschool programs, social service agencies, shelters, community centers, etc.

We will investigate the impacts of this event on participants, community partners, the university and its relationship with its surrounding communities, in the context of Stockton's institutional engagement and learning goals. The funding requested for this 2020 initiative will support a project that has two major outcomes: to produce a document detailing the first fifteen years of MLK Day of Service at Stockton, including quantitative and qualitative data collection to investigate the impact of the day. Artifacts, oral histories and survey data will be collected, and the deliverables will be celebrated with an exhibit in the library in conjunction with the Stockton Archives. This document will also serve as a model investigation that can be followed by other campuses to consider their community engagement strategies through days of service.

Deliverables will aid Stockton University in assessing and presenting the impact of its long-standing MLK Day of Service event in the region and as a national model, and will be well-timed given the university's expansion into Atlantic City and development of new community relationships. This initiative squarely addresses the theme of Engagement, with a secondary emphasis on Learning.

Assessment

The primary aim of this 2020 funding request is to conduct a longitudinal mixed-method evaluation of MLK Day of Service after fifteen years of delivery at Stockton University in order to assess the event's impact on participants, community partners, the university and community in the context of Stockton's institutional learning and engagement goals. The secondary aim is to contribute to the scholarship of engagement and service-learning at a national level by publishing the outcomes of the analysis and thus to expand the currently minimal evidence-based scholarship on the impact of Day of Service events.

One intended final product of this initiative will be a public report presenting analysis of both the qualitative and quantitative data collected about the 15-year history of MLK Day of Service, as well as five years of more intensive quantitative survey data collected from 2015-2019.

Additional final products will be proposal to a national conference to present the findings, followed by submission of a manuscript to a peer-reviewed journal, detailing the analysis of the impact of fifteen years of MLK Day of Service at Stockton University and its implications for scholarship of engagement at a national level.

Assessment objectives of the current funding request are, first, to detail the history of MLK Day of Service at Stockton University, including evaluation of how it has evolved from its initial days; second, based on surveys and qualitative data collection conducted from 2015-2018, to refine data collection procedures and collect new participant data using a revised survey instrument and qualitative observation of Stockton's MLK Day event in January 2019; and third, to analyze and present in multiple formats all qualitative and quantitative data collected over the event's 15-year span on the impact of the experience for participants, community partners, the university and its surrounding communities.

Data collection since 2015 has been approved by Stockton's Institutional Review Board, with regular reports provided to the MLK Day Planning Committee and Stockton Board of Trustees following each MLK Day of Service. We will submit an IRB amendment that includes the revised protocol for data collection at the 2019 MLK DOS.

Background & Work Completed

In 1994, the United States Congress charged the Corporation for National and Community Service (CNCS) with spearheading the celebration of the Martin Luther King Jr. (MLK) federal holiday as a national Day of Service. The CNCS describes the annual, national event as an opportunity to transform Rev. King's principles of nonviolence and "the Beloved Community" into "community action that helps solve social problems" through service projects that address a range of community needs, both tangible and spiritual (CNCS, n.d.). Campuses across the country make use of MLK Day of Service events to cultivate linkages between campus constituencies—particularly students, but also faculty, staff, and alumni—and surrounding communities. These events also are used to demonstrate, primarily through enumeration of participants and service hours, campus commitment to community engagement. Finally, campus administrations may use MLK Days of Service to introduce the concept of service-learning to students and faculty members without requiring enrollment in a semester-long service-learning course, or as a supplement to such enrollments.

The empirical literature on single-day service experiences is far more limited than that on course-based service-learning (Hahn, Hatcher, Norris, & Halford, 2015). Episodic volunteering among adults has been investigated (Dunn, Chambers, & Hyde, 2016; Hustinx, Haski-Leventhal, & Handy, 2008; Hyde, Dunn, Bax, & Chambers, 2016) with an eye toward factors contributing to volunteer motivation, satisfaction and retention, but not explicitly in the university campus context. A study on short-term community engagement (Reed, Jernstedt, Hawley, Reber, & DuBois, 2005) took place in the context of an undergraduate course and over a somewhat more extended time frame (8-10 hours over the course of a week), but shared some features of the MLK Day of Service described below, including an orientation meeting prior to the service-learning experience and follow-up debriefing. It found increases in a sense of the meaning derived from the college experience and in likelihood of choosing a non-profit service occupation among engagement participants, as compared to non-participants.

Alongside course-based service-learning, Days of Service are a potential point of entry for engagement-minded students to experience short-term community and civic engagement. The NASPA Lead Initiative on Civic Learning and Democratic Engagement comprises 96 member campuses dedicated to supporting “civic mindedness” by strengthening co-curricular student engagement activities such as Days of Service (NASPA 2017). In addition, the Council on the Advancement of Standards in Higher Education offers guidelines for quality implementation of co-curricular engagement programs (CAS 2017). Days of Service present a plausible basis of comparison for future student participation in both classroom-based and extra-curricular service-learning opportunities. However, single-day service events run the risk of constituting a singular “checklist” item demonstrating institutional engagement, rather than providing participants—students in particular—a holistic, comprehensive framework for longer-term social action and critical thinking.

Through the coordination efforts of the Office of Service-Learning, Stockton University provides student, faculty, staff, and community members with two Days of Service each year, including a Fall Day of Service and the MLK Day of Service in January. Institutional goals pertaining to Days of Service include preparing students and other members of the campus community for active citizenship, creating co-curricular experiences that reinforce classroom learning, and fostering interaction among member communities on campus, as well as between the campus and surrounding communities.

MLK Day of Service at Stockton is run primarily through a 25-member presidential planning committee, including a Subcommittee on Assessment, with the Office of Service-Learning coordinating and staffing the operational tasks associated with the event, and the Office of Student Development providing logistical support with registration and volunteer coordination.

During its first ten years at Stockton, minimal in-depth analysis was conducted on the learning outcomes of the MLK Day of Service. More recently, the Office of Service-Learning has begun to support investigation of the impact of the MLK Day of Service on engagement and learning outcomes. Beginning in 2015, the Assessment Subcommittee of the Planning Committee has completed a yearly study assessing participant contributions, connections and learning that occur while participating in the MLK Day of Service.

Activities

The public and scholarly reports from the project being proposed will compile findings based on all fifteen years of the MLK DOS at Stockton. First, the team supported by this project will gather new qualitative data about the history of Stockton’s MLK Day of Service since its inception. Data collection will include first-person interviews and focus groups with the major stakeholders involved in MLK Day of Service (DOS) -- faculty, administrators, students, alumni, community members and community partners. Research questions guiding investigation will include how MLK DOS at Stockton was initially developed, who have been the key organizers, stakeholders and participants, and how and why the event has evolved over its first fifteen years. Any artifacts connected to MLK Day of Service -- programs, advertisements, t-shirts, community partner lists -- will be collected and catalogued. These first-person accounts, documents and artifacts will be used to produce a document entitled “The MLK Day of Service at Stockton University: A 15-Year Retrospective.” This document will also present in visual form summary

quantitative data collected about Days of Service since 2004, including the comprehensive surveys conducted over the most recent five years of the MLK Day of Service.

The second goal of data collection and analysis will be to identify trends in quantitative data over the last five years and to conduct analysis of impact on specific service-learning and community engagement outcomes related to participation in the MLK Day of Service. Key points of investigation will include: Who participates, in what volume and capacity, and do they serve over consecutive years? Do participants increase their connections with community partners through this annual event? What aspects of participation have most affected satisfaction level of participants in association with their experience? What connections do participants feel have deepened in relation to the organization they served and the people they served? What have participants learned as a result of the MLK Day of Service? Does MLK Day participation enhance learning outcomes of longer-term service-learning and community engagement? How are relationships among the university, community partner organizations, and the community enhanced by this annual event? These questions will be considered to determine whether MLK Day of Service has meaningful and deep learning experiences connected to it, or whether the service remains episodic, brief and primarily celebratory.

The primary faculty connected to this project will oversee the research, in consultation with the MLK DOS Subcommittee on Assessment and Service-Learning staff, and data will be collected by trained student researchers. Students in service-learning courses will contribute to data collection, analysis, development and design of deliverables. This participation by students is an added element of value for the initiative -- not only will qualitative and quantitative data be collected and presented in a deliverable report, but students will participate in community-based research as a learning experience at the same time. This research experience will complement leadership and professional socialization that Stockton students already receive through MLK DOS.

Partners

- Office of Service-Learning
- MLK Day of Service Presidential Planning Committee (Diana Strelczyk, Chair)
- Office of Student Development
- Bjork Library Special Collections (Dr. Heather Perez, Special Collections Librarian and Archivist of Stockton and Atlantic City)
- Dr. Jess Bonnan-White, Criminal Justice Program, SOBL
- Center for Community Engagement
- Event Services
- Community Partner Organizations throughout South Jersey

Timeline and Partner Roles

Item	Designated Project Member	Time Frame	Funding Sources
IRB Application	Betsy Erbaugh: Renewal of existing IRB application and Addendum for revised protocol	7/1/18	OSL
Literature Review of Days of Service, assessment approaches and tools	Erbaugh, in conjunction with student Research Assistant	7/15/18	OSL faculty fellow
Finalize Data Analysis of MLK for past four years	Erbaugh and Jess Bonnan- White (co-author of initial research), with student RA	8/15/18	OSL
Present pilot findings from 2015-2018 at American Sociological Association (ASA) conference, Philadelphia, PA	Erbaugh, Bonnan-White	8/11/2018	SOBL
Design qualitative data collection on historical perspectives on MLK Day of Service and its evolution	Erbaugh and O'Hanlon, in conjunction with student RA	8/31/18	OSL, 2020
Modify survey instrument based on data collected	Erin O'Hanlon	9/1/18	OSL
Train students in qualitative and quantitative data collection <ul style="list-style-type: none"> ● Students complete CITI training ● Host training sessions on data collection with service-learning students 	Erbaugh & O'Hanlon (Course Release)	9/30/18	2020
Conduct interviews and focus groups with stakeholders -- costs connected to food	O'Hanlon with SL Student researchers, Event Services	10/2018 - 11/2018	OSL, MLK Committee
Gather artifacts and edit materials	Erbaugh and O'Hanlon	10/2018 -- 12/2018	Course release and OSL

Implement revised survey instrument at MLK Day of Service 2019	Erbaugh, O'Hanlon and Bonnan-White	1/2019	OSL
Analyze final survey data from MLK Day 2019, conduct project leader and community partner interviews & focus groups	Erbaugh, O'Hanlon, Bonnan-White, student RA	2/2019	OSL and 2020
Draft and submit proposal to national conference (Meetings of Campus Compact, Civic Learning & Democratic Engagement, or potentially both)	Erbaugh, O'Hanlon	2/2019	OSL
Produce initial draft of report on the history of MLK Day of Service at Stockton	Erbaugh, O'Hanlon, Bonnan-White, student RA	3/2019	MLK Committee, 2020
Develop visual representations of summary quantitative data	Erbaugh, student RA	3/2019	OSL and 2020
Coordination of Bjork Library Display and Opening Reception	Erbaugh and O'Hanlon, Heather Perez	6/2019	MLK Committee and 2020
Present findings at CLDE conference	Erbaugh, O'Hanlon	6/2019	2020
Draft and revise manuscript on the learning impacts of MLK Day of Service at Stockton, based on five years of data collection, for submission to scholarly journal	Erbaugh, Bonnan-White	7/2019 -- 12/2019	2020

Detailed Budget

Budget Item	Timeline	Cost	In Kind Support	Source
Travel to American Sociological Association Conference, August, 2018, Philadelphia, PA	August, 2018	\$500		2020
Student Research Assistant @\$10/hour for 10 hours per week for 30 weeks (2 semesters)	Fall, 2018 and Spring, 2019 semesters	\$3,000		2020
Printing costs for limited run of reports	June, 2019	\$500		2020
Coffee/Tea for Focus Groups	Fall, 2018	\$200		2020
Reception food expenses	June, 2019	\$1,000		2020
Travel to CLDE National Conference*	June, 2019	\$3,000*		2020
Total Project 2020 Request		\$8,200		
Faculty Fellow Support	Fall 2018, Spring 2019		\$5,800 (x2)	OSL Faculty Fellowship
Faculty course release for Betsy Erbaugh, PI	Fall, 2018		\$5,800	RPD/PFOF
Course release/overload for Jess Bonnan-White, Co-PI	2018-19		\$5,800	RPD/PFOF
Student travel costs to CLDE National Conference			\$2,000	Request from Provost Student Travel Funds
Use of Erin O'Hanlon, OSL Program Coordinator	July, 2018 -- August, 2019		10% of salary -- approximately \$4,500	OSL
Student Research Assistant Stipend			\$250	Ctr for Comm. Engagement
Total In Kind Support			\$29,950	

* The table below details the budget estimate for travel to the June 2019 Civic Learning and Democratic Engagement meeting, held annually by the American Democracy Project, The Democracy Commitment, and NASPA, to enhance the democratic engagement movement in higher education and prepare undergraduate students for informed, engaged citizenship. (<http://www.aascu.org/meetings/clde18/>). The \$3000 requested would be supplemented with faculty travel funds from SOBL and/or PFOF.

*Estimated Travel Budget for CLDE 2019	
3 days, non-drivable location	
Professional Staff	
Transportation (Air)	400
Per Diem ("\$64 City" x 3 days)	175
Hotel (\$200/night * 3)	600
Registration (CLDE Cost 2018)	465
x2 Professionals	x2
Total p/ Professional	3280
Student Costs	
Transportation (Air)	400
Per Diem ("\$64 City" x 3 days)	175
Hotel (w Pro Staff)	0
Registration (CLDE Cost 2018)	365
x 1 student	x1
Total p/ Student	940
Total Costs for 2 Pro, 1 Student	4220

References

Council on the Advancement of Standards in Higher Education (CAS) (2015). *Civic engagement and service-learning programs*. Retrieved from <http://www.cas.edu>

Corporation for National & Community Service (CNCS) (n.d.). *About Dr. King and MLK Day*.

Retrieved from

<http://www.nationalservice.gov/special-initiatives/days-service/martin-luther-king-jr-day-service/about-dr-king-and-mlk-day>

Dunn, J., Chambers, S.K. & Hyde, M.K. (2016). Systematic review of motives for episodic volunteering. *Voluntas*, 27, 425-464. doi:10.1007/s11266-015-9548-4

Hahn, T., Hatcher, J., Norris, K., & Halford, J. (2015). What is the value of short? Exploring the benefits of episodic volunteering for college students. IUPUI Center for Service and Learning. Retrieved from <https://scholarworks.iupui.edu/handle/1805/6634>

Hustinx, L., Haski-Leventhal, D., & Handy, F. (2008). One of a kind? Comparing episodic and regular volunteers at the Philadelphia Ronald McDonald House. *The International Journal of Volunteer Administration*, 25(3), 50-66.

NASPA (n.d.). *NASPA Lead Initiative on Civic Learning and Democratic Engagement*. Retrieved from <https://www.naspa.org/constituent-groups/groups/lead-initiative/P4>.

Reed, V.A., Jernstedt, C., Hawley, J.K., Reber, E.S., & DuBois, C.A. (2005). Effects of a small-scale, very short-term service-learning experience on college students. *Journal of Adolescence*, 28, 359–368. <https://doi.org/10.1016/j.adolescence.2004.08.003>

Kay, Jessica

From: Smith, John
Sent: Wednesday, April 18, 2018 4:42 PM
To: Baratta, Peter; Kay, Jessica
Cc: Colon, Merydawilda; Erbaugh, Elizabeth B.; O'Hanlon, Erin
Subject: 2020 Engagement MLK Assessment Proposal update
Attachments: MLKDayAmendedProposal.pdf

Importance: High

Follow Up Flag: Follow up
Flag Status: Flagged

Peter and Jessica,

Awilda and I met with Betsy Erbaugh today to update the proposal "Total In Kind Support" table on the Budget page. Confirmed In Kind support totals \$10,300 representing Betsy Erbaugh single course release for AY2018-19 as the Service Learning Faculty Fellow (\$5,800) and 10% of Erin O'Hanlan's salaried time (\$4,500) dedicated to the project. All other In Kind support categories in the proposal are based on AY2018-19 application/funding cycles and do not represent awarded funds to date. Betsy assured Awilda and I that the project would not be impeded if R&PD funds were not awarded in the next academic year.

Awilda and I continue to fully endorse the 2020 Engagement MLK Assessment proposal. Please relay this information to the 2020 Initiatives Steering Committee for their final deliberation. Thank you.

Cordially,
John Smith

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