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	Manish Madan
Your Email	manish.madan@stockton.edu
Title of Project	Strengthening Liberal Arts Curriculum – Developing General Studies Courses
Project Leader	Manish Madan & John O'Hara
LEGS Initiative Team Coach	Zornitsa Kalibatseva
Project Partner(s)	see attached
Duration / Time Frame of Project	2-Year Cycle: Summer 2019; Summer 2020

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			
S	Deliver high value-added learning experiences and promote scholarly activity (S1)	-	Reward scholarly applications (ER2)
S	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)
P	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)

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

Narrative Summary of Project
Please see attached narrative document

Assessment Plan: What are your anticipated outcomes and specific measurements for success?
Please see attached narrative document

Budget Summary – 2020 Requested Funding Only*						
	Item	**FY2019** July 1, 2018 – June 30, 2019	**FY2020** July 1, 2019 – June 30, 2020	**FY2021** July 1, 2020 – June 30, 2021	**FY2022** July 1, 2021 – June 30, 2022	**Notes/Comments** (stipends, supplies, hospitality, etc.)
1.	Faculty Participants Comp		$ 12,000.0		$ 12,000.0	see attached (p. 5)
2.	Institute Leader Comp		$ 2,160.00		$ 2,160.00	
3.	Mentor Compensation		$ 720.00		$ 720.00	
4.	Catering	$ 1,200.00		$ 1,200.00		
5.	Printing	$ 300.00		$ 300.00		
6.						
7.						
	Total	$ 1,500.00	$ 14,880.0	$ 1,500.00	$ 14,880.0	

* 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?	SOBL	
Who will be the Budget Unit Manager (BUM)?	Denise S. Green	
Who will be the budget processor?		
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 immediate use to begin your project?	◉ **Yes, Date Needed:** 6/1/2019	○ **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:		

Supervisor Approval/Support^	
Have you discussed your 2020 proposal with your supervisor, director, and/or dean and received their support?	See attached

^ 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: Strengthening Liberal Arts Curriculum – Developing General Studies Courses

Project Duration: 2–year Pilot

Expected Start Date: May 2019 – Aug 2020

Will your project require support from Information Technology Services? No

Will your project require support from Plant/Facilities & Operations? No

Purpose/Goal:

We are proposing a summer institute is to assist faculty members in developing/designing new General Studies course(s), and/or helping faculty modify existing courses in ways that strengthen Stockton's liberal arts curriculum by ensuring courses adhere to General Studies learning goals and outcomes, and by helping instructors develop teaching strategies suitable to the range and types of students they are likely to encounter in General Studies courses.

Introduction/Background:

The authors of this proposal, Manish Madan and John O'Hara, have served as G-conveners since 2017 and 2014, respectively. One of the responsibilities of G-conveners is assisting Stockton faculty develop, design or redesign existing courses that enhance Stockton's General Studies curriculum and offerings. Because General Studies lies at the heart of Stockton's interdisciplinary, liberal arts mission, effective course design and strong pedagogical practices pertaining to General Studies are key components of our institutional goals. In our experience as conveners – working in close consultation with other conveners and attending more than twenty course approval meetings reviewing scores of proposals for new courses in the past several years – we have identified **course design** and **pedagogical practice** as two general areas where enhanced faculty development strategies can help realize our institutional mission and learning goals. This proposed institute is intended to focus on those two general areas, within which an array of elements may be targeted as points of sharing and collaborating in order to foster the development of General Studies courses that deliberately target specific GENS learning goals and effectively help instructors and students achieve those goals through strategic pedagogical efforts aimed at reaching a diverse audience of GENS learners.

There is strong anecdotal and empirical evidence among G Conveners that there has been a consistently high number of course proposals – nearly all of them, in fact – that require intervention and guidance in relation to their category designations, their fitness for attributes and subscripts, their potential to serve concentrations and minors, and their adherence to the goals of furthering interdisciplinary, liberal arts education for the general student body. Conveners have noted that often faculty proposing courses are in need of a better understanding of how to develop a G-course; how to determine the appropriate curriculum and develop pedagogical strategies for general audiences; how to establish the course as the right level (1xxx to 4xxx); how to establish learning goals suitable to the category designation (GSS, GIS, GNM, GAH, GEN) while ensuring inter-, multi- or trans-disciplinarity; and how to make GENS course distinct from program and program-related core courses.

Course Design:

The first general area we will concentrate upon is **course design**. In our experience, many faculty, particularly newer/junior faculty, but often seasoned teachers as well, do not have a clear understanding of how to develop a G course as something distinct from a regular program course. As such, we intend to start a discussion about the liberal arts in higher education in general, and the role

of GENS at Stockton in particular as a central means of delivering this mode and substance of education. We intend to focus on the importance of the liberal arts as a key part of students' career readiness and professional preparation (i.e., **skills**), but also to emphasize other facets of liberal arts education, such as lifelong learning, historical consciousness, civic engagement, global awareness, and personal and ethical development (i.e., **values).**

To support these ideas, we intend to review, discuss and engage the role and function of General Studies at Stockton and beyond, with emphasis on the GENS mission and the learning goals and maps that guide the creation of effective General Studies courses. We will discuss correspondences among GENS learning goals, area goals (GAH, GSS, etc.), ELO and IDEA learning goals, and how attributes and subscripts (H-I-V-A, W, Q) can guide and inform course design and instruction. We will also clarify General Studies levels (1xxx to 3xxx) and the interdisciplinary values that should – and must – inform the development of GENS courses that serve minor degree programs and concentrations. We will also cover briefly the *process* of course development from inception through the proposal and approval mechanisms.

Pedagogical Practice:

Sound course design is pre-requisite to effective teaching in General Studies; thus, our second area of focus is the area of **pedagogical practice**, which involves the practical matter of *teaching* General Studies courses effectively. We will focus upon appropriate textbook selection, assignment design, and classroom teaching practices that best reach the diverse student body any G instructor is likely to encounter in a General Studies course. Such strategies will help instructors anticipate and accommodate the range of interests, levels of study, and learning styles likely to comprise GENS students who come to class with a variety of backgrounds, majors and preparation levels. First and foremost, we will focus on how to encourage students to view their G courses in the spirit of liberal arts education, giving them perspective on why General Studies exists as such, and what benefits such courses have both for their areas of study and for their lifelong learning. Second, we will encourage assignment design and assessment strategies that allow for a variety of modes for student expression of new knowledge and skills: written, oral and project-based learning strategies; reading comprehension tools and peer feedback strategies; critical thinking frameworks; student-generated rubrics; multimodal forms of expression and composition (writing, recording, presenting); real-word applications of learning; interdisciplinary and cross-curricular collaboration opportunities; and other strategies to make teaching and learning in GENS relevant, fulfilling, meaningful, creative and dignified.

Many faculty, we feel based on our experience, could benefit from an institute that integrates course design and pedagogy in such a way that expresses and affirms the central mission of General Studies courses at Stockton, and provides practical avenues to help faculty realize their curricular vision(s) with proven strategies for bringing learning to life in the GENS classroom. We believe this will benefit instructors and students. Based on our research, there is no single cohesive or a collective effort at Stockton that addresses what we perceive as gaps in faculty understanding and of the purpose and nature of General Studies courses, both in terms of the types of courses suitable to GENS and the expectations about the kinds of students they will find in GENS courses. This has led the authors to conceptualize this two-day summer institute/workshop, driven by our commitments to strengthening the liberal arts curriculum and enhancing its iteration through GENS at Stockton.

A Note on LEGS Alignment:

In reviewing a final draft of this proposal, the LEGS Initiative Team recommended a note on how the goals and outcomes of this institute will support the 2020 Themes. Although we feel the institute has

potential implications for all four areas, the Teaching and Learning Initiative is primary because it affirms (from the LEGS description in the Academic Plan):

a. Stockton's efforts to "maintain a full and unequivocal commitment to the liberal arts and sciences . . ."
This institute is designed to make the liberal arts mission explicit and to encourage conscious efforts among faculty to design courses and teach them with the ideals of liberal arts education as primary factors and, at least in part, objects of classroom learning. Making such values explicit in the classroom is part of our goal, raising students' consciousness of the purpose, value and meaning of their General Studies courses
b. Stockton's commitment to "prepare ethical, empathetic, and engaged students capable of creative, critical and reflective thinking . . ."
This institute encourages pathways for achieving higher metacognition among faculty and students about to the purpose of G courses, sometimes viewed by both groups as ancillary to their program/major courses or seen by both groups as "introduction" courses to programs/majors. We aim, in articulation and practice, to affirm liberal arts outcomes such as empathy, ethical awareness, critical thinking, and critical reflection by fostering increased classroom engagement strategies, teamwork skills, collaborations across campus units, critical thinking (perspective-taking, contextual thinking), personal relevancy, lifelong learning.
c. Stockton's goal to "involve schools and faculty in developing courses and programs through multiple delivery modes and increased instructional design development . . ."
This institute, as the proposal emphasizes throughout, is centered upon developing courses that potentially utilize new and unique delivery modes, and certainly utilize innovative instructional designs to reach and engage the diverse learners in General Studies courses, and overall to enhance the liberal arts focus of General Studies.

Activities:

Day 1: **Session I** (9 – 12 pm)

i. Introduce the Workshop and individual introductions
ii. Discuss the history, importance and role of general studies curriculum (*by Dean of GENS*)
iii. Discuss the place of general studies courses in contributing to Stockton's undergraduate education (*Institute leaders*)
iv. Share convener's perspectives of how each course category is different from one another, what role GENS courses play in minors and concentrations, the goals of attributes and subscripts, and the meaning of interdisciplinary education for lifelong learning (individual general studies conveners who serve as mentors) (*individual general studies conveners who serve as mentors*);
v. Invite faculty who have been successful in creating and teaching GENS courses to discuss their initial expectations and realities about GENS courses and students, their inclusive course designs and pedagogies, their curricular/pedagogical innovations for reaching diverse learners, and how they selected course levels, categories, attributes, etc.
vi. Institute leaders share their own experiences and facilitate discussion about course designing, proposing, approval and teaching, including ways to conceive innovative GENS courses that may be related to a faculty's expertise but not bound strictly to program-specific competencies.

Working Lunch/Informal Conversation or Video Presentation: 12 – 1:00 pm

Day 1: **Session II** (1:00 – 1:45 pm)

i. Each participant shares (in five minutes or so) ideas on their visions or revisions of general studies courses, rationales for category and attribute/subscript selections, creative brainstorms guided by principles shared in the morning, possibilities for collaborations, and responses to group input and feedback.

Break (1:45 – 1:55)

Day 1: **Session III** (2:00 – 3:00 pm)

i. Participants break into a 3-member group activity where the groups elaborate on their course ideas, start thinking of potential texts/readings, assignment types, evaluative components, ways to inspire student engagement, grading.

ii. Assign a brief homework assignment asking participants to design or recycle an assignment for a GENS course, to be used as a basis for further development in Day 2 session.

Day 2: Session I (9:00 – 11:30 am)

i. Discuss the importance and role of integrating GENS and G-area goals, IDEA goals, and ELOs, with emphasis on creativity and innovation, and teamwork and collaboration, as means of inspiring student engagement as well as achieving other ELOs such as communication skills; critical thinking; global awareness, etc.,
ii. Discuss reflective strategies for helping students see the value and importance of these integrative skills and the importance of General Studies courses as parts of their total educations (*by ELO expert and Institute leads/mentor*);
iii. Discuss the course attributes that potential course offerings can tie-in with. For example, role of W1/W2; Q1/Q2; interdisciplinary minors; H/V/A/I subscript (*invite individual experts to give a brief overview on their process or the institute leaders shall explain*)
iv. Nuts and bolts: brief discussion on how a course receives a course number, gets scheduled by School Deans in coordination with GENS, publishes on Banner (by Assistant Dean, General Studies or Institute lead/mentor)
v. Begin discussion of "homework" from Day 1 on framing/reframing an assignment to enhance aspects involving innovative teaching practices and modes of assessing student work in non-traditional ways (i.e., non-test, non-exam, non-writing based assessments).

Working Lunch/Informal Discussion/Video Presentation: 11:30 – 12:30 pm

Day 2: **Session II** (12:30 – 1:45 pm)

i. Ten participants give a 5-7min. presentation to the group about their course syllabi under development inviting feedback and constructive criticism related to the course design, placement, category, level, texts, assignments, activities.

Short Break (1:45 – 1:55 pm)

Day 2: **Session III** (2:00 – 3:30 pm)

i. Ten participants give a 5-7min. presentation to the group about their course syllabi under development as a result of the institute, that invites feedback and constructive criticism related to the course design, placement, category, level, texts, assignments, activities.
ii. Following completion of course design presentation, the institute leads conclude the workshop and remind all participants to present the final courses for formal approval at the following fall meetings.
iii. Importantly, each institute participant member must present formally at the fall or spring meeting in the following academic year to receive complete stipend allocated for two days.

Outcomes and Assessments:

i. This workshop is designed to assist faculty members design general studies courses in a collaborative learning environment. Therefore, determining the outcome will be directly measured by the courses proposed formally at General Studies course proposal meeting in the subsequent fall/spring semester. A second measure of success could involve faculty voluntarily self-reporting on any changes/improvements in their IDEA scores or in the diversity of their selections of ELOs, GENS learning goals, or learning goals on IDEA instrument.

ii. Open discussion between faculty of their course design ideas will act as a catalyst for new course ideas that strengthen General Studies curriculum.

iii. Most critically, this institute will be a clear benefit to Stockton students who will gain the most out of rigorous courses developed through this institute and when taught in the upcoming academic calendar year(s).

iv. This institute will also use direct assessment via a survey instrument following the two-day participation. We have not yet designed this instrument but expect that it will measure participants' sense of the value of the institute in shaping or reshaping their course designs and pedagogical approaches, and in what specific ways connected to the institute's goals above. We will use these responses as one measure of the institute's success, and consult responses in further refining the areas of focus in the workshop's second iteration during summer 2020.

v. At the end of two-year cycle, we also plan to write a self-study documenting the impact of this institute and assessing course offerings developed as a result of the participation in the workshop. We will use evidence gathered in items i.-iv. above, in addition to comparing participants' course proposals with non-participants' to measure the impact on the level and type of intervention required by conveners (pertaining to course level, goals, materials, assignments, assessments and pedagogical methods). This report will also examine in ways such courses have strengthened liberal arts curriculum at Stockton.

Summary of Budget Request:

Based on Stockton Union and Administration MOU, following is a tentative (estimated) budget:

S. No.	Item	Compensation	Faculty	Days (hours)	Year -1	Year - 2
1	Faculty Participants Compensation	$300	20	2 days	12,000.00	12,000.00
2	Institute Leader Compensation	$90	2	12 hours (6hr/day)	2,160.00	2,160.00
3	Mentor Compensation (2hrs/mentor)	$90	4	2 hours (1hr/day)	720.00	720.00
4	Catering: $600 per day (2-days)	$600		2 days	1,200.00	1,200.00
5	Printing (Workshop Material)/Stationary				300.00	300.00
6	Total Budget (item# 1 - 5)				16,380.00	16,380.00
7	**Total 2-Year Grant Cycle**				32,760.00	

Reasons for Requesting 2020 Learning Committee for Support:

1. We understand that Dean Gregg (General Studies) already supports the Freshman Seminar Summer Institute which has led to budgetary constraints limiting funding from the School of General Studies alone. Dean Gregg supports the institute in principle and finds merit in the idea, and that is critical from our perspective and warrants our seeking funding from other sources that value and investment in the general studies mission of the institution.

2. We also recognize the need for more funding support to enhance faculty development in general studies. This need fits into the 2020 grant scheme which encouraged us to see it as appropriate destination to find financial support to run this institute.
3. Importantly, our institute is engrained in the institutional, school and G-category learning components, all of which is important for both faculty (who are expected to add to the general studies curriculum) and students (who will be the eventual beneficiaries) to understand.

Recruitment of the Participants for General Studies Summer Institute:

1. The institute leaders have sent out a call to the faculty-wide email list-serve inviting faculty members to apply (see attached). At the time of submitting this 2020 grant application, 10 faculty members have already signed up. Based on the overall applications, institute leaders will shortlist faculty that provide a proportionate mix of courses from each G perspective, faculty need (for example, someone who is submitting their first ever G course may be preferred over a faculty who has already developed prior G courses) and that overall add to the diversity of disciplines to the group. Having such group will add to the strength of such an institute.
2. Based on our experience as conveners, nearly thirty new general studies course proposals are presented in a given academic year. We are looking to include up to 20 faculty to reach diverse group of faculties designing courses yet keep it as an intimate group that will allow for greater level of cross-disciplinary exchange of ideas and discussions.
3. Any participant that we are not able to select due to limited enrollment will be offered to participate de facto in the following year's institute.
4. Also, recognizing the importance and distinctness of freshmen students, any participant wishing to develop a freshmen level seminar course (10xx-level) through our summer institute will be asked to apply to Freshmen Summer Institute run by Dr. Christine Ferri, as that will be the more appropriate forum. This summer institute is developed to leverage the partnerships across disciplines and initiatives, and we hope to pass on that collaborative advantage to benefit our faculty and students.

Below, you will find endorsements from the following colleagues:

1. Dr. Lori Vermeulen, Ph.D. (Provost) – Official approval for Summer Institute
2. Dr. Carra Hood, Ph.D. (Associate Provost)
3. Dr. Christine Ferri, Ph.D. (First-Year Seminar Convener)
4. Dr. Elizabeth Pollock, Ph.D. (Chair, Committee on General Studies)
5. Dr. Geoff Gust, Ph.D. (Coordinator, Writing Across the Curriculum)
6. Dr. Marcy Isabella, Ph.D. (GAH Convener)
7. Dr. Marissa Levy, Ph.D. (Dean, SOBL)
8. Dr. Robert Gregg, Ph.D. (Dean, General Studies)

Respectfully Submitted on Behalf of General Studies Summer Institute Team,

Manish Madan, Ph.D.
Associate Professor, Criminal Justice

John O'Hara, Ph.D.
Associate Professor of Critical Thinking and First-Year Studies

Addendum (post 2020 Learning Team committee meeting 4/18)

Institute Needs as Assessed by Faculty Application Pool

We met with the 2020 learning team on April 18, 2019 to discuss the proposal. We are pleased to find positive response from the committee and later as echoed by Dr. Claudine Keenan's email stating "*The 2020 Learning Team will enthusiastically endorse your project to the Steering Committee*" (see attached document). Pursuant to the discussions underlining the needs of such an institute, we are happy to share with Steering committee also that from the time this proposal was submitted to the learning team and summer institute application deadline, we received a total of 26 faculty applications interesting in participating in this institute. This has resulted into a 'happy problem' to address at this point – *happy* because we are fortunate to identify faculty need and look forward to addressing it, and a *problem* because we may not be able to include all the 26 deserving applications in the institute's first edition as much as we may so desire. That said, given the diverse range of applications we have received, we are requesting support from the Steering committee to **accommodate up to 20 faculty per year**, for the next two-year cycle during the institute's pilot phase. Below, we share some of the application pool data, and **our strategy for selecting the faculty for this institute**.

Table 1. Faculty Pool by Rank (n=26)

Rank	N	%
Adjunct	7	26.9
Assistant Professor	10	38.5
Associate Professor	5	19.2
Professor	1	3.8
Visiting Assistant Professor	1	3.8
Dr. Vera King Farris Fellow/Activist in Residence	1	3.8
SFT Professional Staff (FT)	1	3.8

Table 2. Faculty Pool by Appointment Type (n=26)

Appointment	N	%
Full-Time Tenure-Track Faculty	16	61.5
Part-Time Faculty	5	19.2
Visiting Faculty - 13-D/13-O	2	7.7
Others (SFT/Visiting/Fellow)	3	11.5

Table 3. Number of Years at Stockton (n=26)

Experience	**N**	%
Less than a year	5	19.2
1 - 3 years	5	19.2
3 - 6 years	5	19.2
More than 6yrs	11	42.3

Table 4. Faculty Application Pool by Discipline Division (n=26)

Division	**N**	%
School of Arts & Humanities	3	11.5
School of Business	1	3.8

School of Education	4	15.4
School of General Studies	6	23.1
School of Health Sciences	2	7.7
School of Natural Science and Mathematics	1	3.8
School of Social and Behavioral Sciences	9	34.6

Table 5. Previously developed/proposed a General Studies course (n=26)

	N	%
No	15	57.7
Yes	11	42.3

Table 6. Previously taught a General Studies course (n=26)

	N	%
No	8	30.8
Yes	18	69.2

Table 7. Potential General Studies Category (n=26)

G-Type	**N**	**%**
GAH General Arts & Humanities	7	26.9
GEN General Interdisciplinary Skills & Topics	2	7.7
GIS General Integration & Synthesis	2	7.7
GNM General Natural Sciences & Mathematics	1	3.8
GSS General Social & Behavioral Sciences	7	26.9
Don't know yet which category is best for my course	7	26.9

Next, we share some select snippets from applicants' application indicating how they view this institute will help them, and that emphasizes the importance of supporting this important initiative which will eventually strengthen Stockton's general studies curriculum.

"*I'm also interested in thinking about rigor - how much work and what kind is appropriate for (for example) a 3000-level GAH, and is that different from what we (and students) might expect in a 3000-level program course*?"

"*I will be designing and teaching a G-course in the near future and as I have never taught a general studies course before I think this will be extremely beneficial to me. Additionally, given the challenging nature of the G-course I have in mind, I am looking for ideas and feedback about how to make the course more approachable for a variety of students."*

"I want to attend this summer institute to learn how to effectively design a GEN course. ... have several ideas and would like to know how to develop those ideas into meaningful courses that students would be interested in and that can be of value to the University"

"The last time I proposed a General Studies Course was 32 years ago, and feel completely unprepared to submit a new one without updated instructions and guidance on the content and procedure."

"… this summer institute could help me design the course in a way that meets and exceeds Essential Learning Outcomes but also learn of new teaching strategies (instead of the traditional lecture format, where I ask students to read texts and then I lecture on them). I would love to learn more strategies for student engagement, even more technologies. I would also hope to bounce ideas of fellow faculty to see what they find works for them and what does not."

"This is my first year at Stockton and not quite understand the criteria/requirements about General study course. I have some idea and have a draft ready, but need help/advice from senior faculty to revise the structure/content."

"… As a fairly new tenure track faculty, I am particularly looking to make significant contributions to the General Studies curriculum as part of my commitment to promoting diversity at Stockton"

"Sharing information about caring communication techniques with Stockton students through a general education course would not only benefit nursing students, but students of many majors at Stockton. Attending this summer institute would assist me to present this wonderful idea to Stockton."

"I want to design my course in line with Stockton University's General Studies program expectations, and I believe that this institute will contribute to my course development process. I will get an insight into G-course teaching format and different teaching strategies. With this summer institute, I will be able to develop/design my G-course in a way to meet student expectations"

"I am very excited about the prospect of sharing my course idea with institute participants and receiving feedback on the concept itself, the disciplines/genres that could be integrated into the course and various specific aspects of course design."

"As someone who teaches primarily in the Masters program, I am not as familiar with developing an undergraduate course. I want this to be something of interest to multiple disciplines. I welcome the help so that the time needed to develop the syllabus is well spent interns of having enrollment in not just one but ongoing semesters."

"I'm hoping the summer institute might help me (a) better conceptualize the proposed GAH course and align it with the goals and values of a liberal arts education; and (b) to imagine new iterations of the course that reconceives it as a different G-Course, whether GSS or others."

From the tables above and the narrative, it is amply clear, the institute should be well-represented by rank, appointment, experience at Stockton, and division (see, Tables 1 – 4). Importantly enough, it will be amiss to not give more importance to the applicants who have neither developed/proposed a G-course earlier nor taught one earlier (see, Table 5 & 6 below). Understandably, general studies curriculum is comprised of 5 sub-disciplines and we foresee fair representation of all sub-disciplines that will further strengthen the curriculum. Nearly one-fourth of the applicants are not clear on their potential G-course designation, which furthers the need for such an institute that will navigate faculty in not only helping them design the courses but also fit in the relevant theme (see, Table 7).

In summary, we will rely on this generated data to select the twenty applicants, focusing from two perspectives, i) who will gain the most out of this institute, i.e., who needs it most, and ii) who will also bring more valuable experience as a mid to senior faculty to the group so the newer/junior faculty can gain from in a collective way. Again, it is a happy problem and we are excited to solving it as analytically as possible.

We hope this proposal has highlighted the need for general studies institute at Stockton in order to strengthen the liberal arts mission and its curriculum. We look forward to the support from the Steering Committee.

Sincerely,

Respectfully Submitted on Behalf of General Studies Summer Institute Team,

April 21, 2019

Manish Madan, Ph.D.
Associate Professor, Criminal Justice

John O'Hara, Ph.D.
Associate Professor of Critical Thinking and First-Year Studies

From:	Hood, Carra
To:	Zhou, Jiangyuan; Klein, Kathleen; Jackson, Christina; Kirzner, Rachel; Berg, Mark; Grites, Tom; Glass, AmyBeth; Heinrich, Robert; Cydis, Susan; Ferri, Christine; McGovern, Heather; Shah, Amee P.; Madan, Manish; Gust, Geoffrey W.; Goodnight, Christy
Cc:	Hood, Carra; Oquist, Kelly; Lutgen, Karen
Subject:	Congrats and Quick Note re the Summer Institutes
Date:	Tuesday, March 5, 2019 12:21:46 PM
Attachments:	Summer Institute Dates - For Faculty & Staff.docx

Dear Colleagues,

Congratulations! Your summer institute has been approved by the Provost. I will send the call for applications to faculty and staff this afternoon. Please be on the lookout for that.

As facilitators of summer institutes this year, you will want to know the following:

- All institute applications and questions from applicants will come to the contact person listed on the attached document, but you should feel free to contact Carra Hood or Karen Lutgen with any questions you might have.
- Institutes should have a cap of 12-15 faculty participants, including mentors/facilitators.
- Catering will be at the rate of $300/day; please work with Karen Lutgen to select food options and schedule with Chartwells.
- Attendance must be taken each day, using a standard attendance form, which Karen Lutgen will provide.
- Deliverables from faculty participants should be received by you and shared with the office of the Provost, Karen Lutgen, by September 1, 2019. Participants' compensation is contingent on receiving deliverables.
- Payment to all faculty participants/facilitators who are part of institutes that run in May and June will be paid the first or second paycheck in July.
- Student Affairs professional staff can attend summer institutes; however, they do not receive compensation in addition to their salary. Student Affairs professional staff must receive approval from their supervisor to attend an institute before they apply.
- Once you have selected the participants/facilitators/mentors for your institute, please share participants/facilitators/mentors' names with Carra Hood and Karen Lutgen.

-Carra

Carra Leah Hood
Associate Provost for Strategic Planning, Academic Programming, and Assessment
Associate Professor of Writing
Stockton University
carra.hood@stockton.edu
609-652-4606

From: Madan, Manish
To: Hood, Carra
Subject: RE: Presenting at your summer workshop
Date: Friday, February 8, 2019 1:08:00 PM

Hi Carra – thank you so much! I'll add this email (below) in our submission

Best!
Manish

From: Hood, Carra <Carra.Hood@stockton.edu>
Sent: Friday, February 8, 2019 11:54 AM
To: Madan, Manish <Manish.Madan@stockton.edu>
Cc: Hood, Carra <Carra.Hood@stockton.edu>
Subject: Presenting at your summer workshop

Hi Manish,
Please count me in! I would be pleased to present on ELOs at the summer workshop for strengthening the liberal arts.

-Carra

Carra Leah Hood
Associate Provost for Strategic Planning, Academic Programming, and Assessment
Associate Professor of Writing
Stockton University
carra.hood@stockton.edu
609-652-4606

February 10, 2019

RE: Support for General Studies Summer Institute

To Whom It May Concern

I am pleased to support this application for a General Studies Summer Institute. In order for our institution to thrive, all faculty at Stockton need to be committed to the development and execution of high-quality liberal arts courses. In my position as Convener of Freshman Seminars, I am hoping to offer a Summer Institute focused on Freshman Seminars this summer as well. Since not all faculty are interested in working closely with new students, I believe it is important to also offer a General Studies Summer Institute. With both options, all faculty can have an opportunity to learn more about the General Studies curriculum. If both Freshman Seminar and General Studies Institutes are offered this summer, we will work together to ensure faculty are admitted to the Institute that most closely fits their teaching philosophies and plans.

Christine Ferri, Ph.D.
Associate Professor of Psychology
Stockton University
3711 Atlantic Avenue
Atlantic City, New Jersey 08401
609.761.1256
christine.ferri@stockton.edu

From:	Pollock, Elizabeth
To:	Madan, Manish
Cc:	O"Hara, John
Subject:	Re: General Studies Summer Institute
Date:	Thursday, February 7, 2019 4:18:12 PM
Attachments:	DevelopingGcourses_SIdraft_ECPedits.docx

Manish and John,

I'm in full support, and would certainly be willing to serve as a mentor. I'm happy to be involved to whatever time commitment extent you'd like.

I did have some edits and comments, which I've attached.

Regards,
Elizabeth

From: "Madan, Manish" <Manish.Madan@stockton.edu>
Date: Thursday, February 7, 2019 at 3:08 PM
To: "Pollock, Elizabeth" <Elizabeth.Pollock@stockton.edu>, "Isabella, Marcy" <Marcy.Isabella@stockton.edu>, "Vogel, Judith" <Judith.Vogel@stockton.edu>, "Hood, Carra" <Carra.Hood@stockton.edu>
Cc: "O'Hara, John" <John.O'Hara@stockton.edu>
Subject: General Studies Summer Institute

Hey everyone – how is it going! I wanted to thank you for your support toward the general studies summer institute idea we shared last week. As we are finalizing the application for submission, I was hoping if you can do two things for us:

1. Send me a short note (3-5 lines unless you want to write longer!) separately indicating your endorsement/support for such an institute.
2. Importantly, as you know we rely on our fellow colleagues to integrate information during the institute, it'd be helpful if you could also indicate your interest/availability to participate as a mentor in the same note (not asking for entire institute duration but say 15-30min. commitment so you can mention about your respective G category expertise).

Once I have an idea on the #2, I will update the budget appropriately so we are able to compensate you for your time spent at the institute. For your benefit, I have attached the draft proposal.

Please let me know if you have any questions or concerns,

Thank you!
Manish

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February 8, 2019

RE: Support for General Studies Summer Institute

To Whom It May Concern

I would like to offer my support for the Summer Institute that is currently being designed by Manish Madan and John O'Hara. I am a faculty member in the School of General Studies as well as Coordinator of Writing Across the Curriculum at Stockton, and in both capacities, it is acutely clear that the kind of faculty development opportunity being created via this institute would be very useful. In general, I believe that the G-curriculum would greatly benefit from specific initiatives that might serve to clarify, improve, and strengthen our G-courses, and this proposed Summer Institute could be a very useful tool for that purpose. More directly, it will provide a significant, proactive means for exploring and understanding General Studies at the university and, in turn, will help to improve any G-courses that participating faculty and staff members might go on to create in the future. With such important goals in mind, I would be happy to speak at the Institute in order to help "debrief" participants about key information related to the W2 application process and Writing Across the Curriculum more broadly.

Geoffrey W. Gust, Ph.D.
Assistant Professor of Critical Thinking
Coordinator, Writing Across the Curriculum
School of General Studies
Stockton University
(609) 652-4491
geoffrey.gust@stockton.edu

From: Isabella, Marcy
To: Madan, Manish
Subject: Re: General Studies Summer Institute
Date: Friday, February 8, 2019 12:48:19 PM

Thank you for sending along this draft, Manish.

Please consider this note my endorsement of the Institute and my interest in assisting to discuss GAH courses.

Best,

marcy isabella, phd
Assistant Professor of Writing and First Year Studies
Stockton University
101 Vera King Farris Drive
Galloway, NJ 08205
Office: H221

From: "Madan, Manish" <Manish.Madan@stockton.edu>
Date: Thursday, February 7, 2019 at 3:08 PM
To: "Pollock, Elizabeth" <Elizabeth.Pollock@stockton.edu>, "Isabella, Marcy" <Marcy.Isabella@stockton.edu>, "Vogel, Judith" <Judith.Vogel@stockton.edu>, "Hood, Carra" <Carra.Hood@stockton.edu>
Cc: "O'Hara, John" <John.O'Hara@stockton.edu>
Subject: General Studies Summer Institute

Hey everyone – how is it going! I wanted to thank you for your support toward the general studies summer institute idea we shared last week. As we are finalizing the application for submission, I was hoping if you can do two things for us:

1. Send me a short note (3-5 lines unless you want to write longer!) separately indicating your endorsement/support for such an institute.
2. Importantly, as you know we rely on our fellow colleagues to integrate information during the institute, it'd be helpful if you could also indicate your interest/availability to participate as a mentor in the same note (not asking for entire institute duration but say 15-30min. commitment so you can mention about your respective G category expertise).

Once I have an idea on the #2, I will update the budget appropriately so we are able to compensate you for your time spent at the institute. For your benefit, I have attached the draft proposal.

Please let me know if you have any questions or concerns,

Thank you!
Manish

STOCKTON UNIVERSITY

101 Vera King Farris Drive | Galloway NJ 08205 9411
stockton.edu

School of Social and Behavioral Sciences
P: 609.652.4512 • F: 609.626.5559

February 7, 2019

RE: 2020 proposal – M. Madan and J. O'Hara

Dear 2020 Awards Committee,

This letter confirms my support for the proposal submission "Strengthening Liberal Arts Curriculum – Developing General Studies Courses." Dr. Madan shared a draft proposal with me. The concept he and John O'Hara present is one that our new faculty would readily welcome. Furthermore, both junior and senior faculty can benefit from learning (or thinking more critically) about how courses are numbered and proposed and how attributes are attached. I most enthusiastically support the structure of the workshop wherein the faculty are required to develop the course in stages and will be required to submit their new course at a future conveners meeting.

I appreciate faculty thinking about innovate ways to make our unique curriculum accessible to both faculty and students and enthusiastically support Dr. Madan to that end.

Sincerely,

Marissa P. Levy, Ph.D.
Dean of Social & Behavioral Sciences

February 11, 2019

RE: Support for General Studies Summer Institute

To Whom It May Concern

This Workshop follows on from the work of Carra Hood in 2013 when she hosted a day of reflection on the position of General Studies in Stockton's curriculum. It also comes at a time when we are reflecting on our first 50 years as an institution, throughout which General Studies helped shape the institution we have become. Providing junior faculty with a strong introduction to this history and to the nature of the different areas of General Studies (GEN, GNM, GAH, GSS, and GIS) will help reaffirm the status of general studies and will help these faculty as they develop their own contributions to this unique curriculum. As Dean of General Studies, I am therefore very supportive of the work of Madan Manish and John O'Hara in leading this initiative.

Good luck.

Rob

Robert Gregg
Dean, The School of General Studies
Stockton University

From: Madan, Manish
To: Faculty E-mail List
Cc: Madan, Manish; O"Hara, John
Subject: Summer Institute Application Link: Developing General Studies Courses
Date: Tuesday, April 2, 2019 11:54:48 AM

Dear Colleagues – In the past few weeks, you may have heard about summer institute offerings through Dr. Carra Hood's email.

We wanted to bring to your attention **general studies course development** summer institute that Dr. John O'Hara and myself will be offering. The purpose of this institute is to "assist faculty members in developing/designing new General Studies course(s), and/or helping faculty modify existing courses in ways that strengthen Stockton's liberal arts curriculum. This institute is also designed to help instructors develop teaching strategies suitable to the range and types of students they are likely to encounter in General Studies courses."

So, if you are at the crossroads of developing new general studies course or have some ideas that you like to bring to fruition, or if you have never taught or developed a General studies course, this will be a good place to get started.

The institute is scheduled on **June 10th (Mon.) and 13th (Thur.)** from 8:30 - 3:00PM with lunch break in between. The participation is limited to 15 participants at this time, and we ask you to apply via this link https://stockton.co1.qualtrics.com/jfe/form/SV_8G3KAxq0Be01P6d (please submit the app through this link even if you have emailed me separately in last few weeks).

If there are any questions, please do not hesitate to email either of us.

Thank you!

On Behalf of General Studies Summer Institute

Manish Madan, Ph.D.
Associate Professor, Criminal Justice

John O'Hara, Ph.D.
Associate Professor of Critical Thinking and First-Year Studies

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Manish Madan, Ph.D.
Associate Professor of Criminal Justice
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101 Vera King Farris Drive
Galloway, NJ 08205
Office: H-203
Phone: 609-626-3530
Fax: 609-626-5559
www.manishmadan.com

Strengthening Liberal Arts Curriculum – Developing General Studies Courses

Strengthening Liberal Arts Curriculum – Developing General Studies Courses

The purpose of this summer institute is to assist faculty members in developing/designing new General Studies course(s), and/or helping faculty modify existing courses in ways that strengthen Stockton's liberal arts curriculum. This institute is also designed to help instructors develop teaching strategies suitable to the range and types of students they are likely to encounter in General Studies courses.

The institute is scheduled on June 10th (Mon.) and 13th (Thur.) from 8:30 - 3:00PM with lunch break in between.

Demographic Questions

Last, First Name

Z-Number

Stockton E-mail

Rank

- ○ Instructor

- ◯ Adjunct
- ◯ Assistant Professor
- ◯ Associate Professor
- ◯ Professor
- ◯ Visiting Assistant Professor
- ◯ _____ Other (pl specify)

Appointment Type

- ◯ Full-Time Tenure-Track Faculty
- ◯ Part-Time Faculty
- ◯ Visiting Faculty - 13-D
- ◯ Visiting Faculty - 13-O

Number of years at Stockton

- ◯ Less than a year
- ◯ 1 - 2 years
- ◯ 2 - 3 years
- ◯ 3 - 4 years
- ◯ 4 - 5 years
- ◯ 5 - 6 years
- ◯ More than 6yrs

Division

- ◯ School of Arts & Humanities
- ◯ School of Business
- ◯ School of Education
- ◯ School of General Studies
- ◯ School of Health Sciences
- ◯ School of Natural Science and Mathematics
- ◯ School of Social and Behavioral Sciences

Program

Have you previously developed or proposed a General Studies course?

- No
- Yes

Have you previously taught a General Studies course?

- No
- Yes

Why do you want to attend this summer institute? (in less than 200 words)

Provide a tentative new course title and a short description

Potential General Studies Category

- ◯ GAH General Arts & Humanities
- ◯ GEN General Interdisciplinary Skills & Topics
- ◯ GIS General Integration & Synthesis
- ◯ GNM General Natural Sciences & Mathematics
- ◯ GSS General Social & Behavioral Sciences
- ◯ I don't know which category is best for my course currently

Please confirm your availability to attend the summer institute on both dates listed below. I am available on

- ☐ June 10, 2019 (Monday)
- ☐ June 13, 2019 (Thursday)

Each participant attending this summer institute is expected to present the course developed during the institute, formally at Fall 2019 or Spring 2020 general studies meeting (exact dates for the year are announced in early fall). Please confirm your agreement.

- ◯ No, I decline
- ◯ Yes, I agree

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Madan, Manish

To: Keenan, Claudine
Subject: RE: 2020 Summer Institute

From: Keenan, Claudine <Claudine.Keenan@stockton.edu>
Sent: Friday, April 19, 2019 7:41 AM
To: Madan, Manish <Manish.Madan@stockton.edu>; O'Hara, John <John.O'Hara@stockton.edu>
Cc: McGovern, Heather <Heather.McGovern@stockton.edu>
Subject: 2020 Summer Institute

Dear Manish and John,

Thank you for coming to our 2020 Learning meeting yesterday.

The 2020 Learning Team will enthusiastically endorse your project to the Steering Committee.

We recommend the following, few, revisions to strengthen your argument to the Steering committee:

1) Include the number and some summary information about the range of applicants, noting in particular where their span of disciplines, career stages, and interest areas will serve the university-wide goals of the 2020 program for many years after the funding has ended;
2) Include a few of the comments from applicants that you shared with us at the meeting, particularly those that speak to the need for help developing pedagogy
3) Note that the faculty members with the least opportunity to teach in GENS, for whom proposing and teaching one course in which they will be observed before tenure can be high stakes, often are in professional disciplines with little training in/experience in interdisciplinary teaching.

4) Increase your budget to reflect the desire to increase the number of people served each year. We will endorse the proposal at the higher level, based on actual applications. As we discussed at the meeting, we have experienced meetings where the Steering Committee finds more projects worthy of support than there is funding for 100% of them, so we want to be prepared for this possibility.

Please send us a revised proposal by Monday, April 22 that we can forward to the Steering Committee.

Claudine and Heather

Heather McGovern
Professor of Writing and First-Year Studies
Coordinator, First-Year Studies
General Studies
Stockton University
heather.mcgovern@stockton.edu

Claudine Keenan
Dean of Education
Stockton University
609-626-3593