

# 2020 Initiatives Proposal Form

Thankyoufor your

Strategic Theme (choose one)	
	Learning
	Engagement
	Global Perspectives
	Sustainability

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

Learning			
	Deliver high value-added learning experiences and promote scholarly activity (S1)		Reward scholarly applications (ER2)
	Promote liberal arts ideal to develop lifelong learners (S2)		Establish additional revenue sources (RS1-L)
	Strengthen internal processes to support learning (IP1-L)		Reduce expenses (RS2-L)
	Develop faculty and staff skills to support learning (ER1-L)		Align resources to support strategic plan (RS3-L)

**Engagement**

Establish Stockton as an integral part of the8(i)-11(n).lp48 21.66 re f 470.82 756g staff skill larl aluden(t)-8(o)9(-16(y a)81(t)5(d)-8( ))J -0.0y

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

**Narrative Summary of Project**

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

**Budget Summary**

Item	FY201 July 1, 201 – June 30, 201	FY201 July 1, 201 – June 30, 201	FY201 July 1, 201 – June 30, 201	Notes/Comments (stipends, supplies, hospitality, etc.)
1.				
2.				
3.				
4.				
5.				

## Day of Teaching Proposal

Peer observations of teaching faculty are seen as positive not just for the faculty member being reviewed but also the reviewer (Kut, Burnap, & Yon, 2007). Seeing colleagues using teaching strategies provides faculty with a direct model that informs their own efforts to engage students. Stockton has successfully run summer institutes to train peer observers for the past six years, as well as supported a faculty fellow for peer coaching and offered in class focus groups as part of the Institute for Faculty

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used within the personnel process, there may be value in providing a

<https://www.ucalgary.ca/utoday/issue/20150>

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

## Purposes and Goals

### A. Communicate the value of teaching for the Stockton community

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



## Activities:

1. In late spring and early summer the IFD Director will solicit select faculty who may voluntarily be observed teaching by their peers on a date in the following fall semester. These faculty will be selected based on input from an advisory group comprised of the IFD Faculty Fellows, an SFT representative, and a representative from the Provost's Office. The goal would be to identify 20 faculty members who represent a diverse range of disciplines and teaching strategies.
2. The IFD will also select an invited plenary speaker on a topic related to teaching, with the plenary session to be held in conjunction with a Scholarship of Teaching and Learning poster session and reception held at the end of the Day of Teaching event. This would provide the event with greater gravitas and a more celebratory mood for sharing and discussion.
3. The IFD will determine a fall semester date with the most possible class meetings on which to hold the Day of Teaching event.
4. In consultation with the faculty who agree to participate, the IFD will produce a schedule of observations and a program for the event, and invite the campus to participate. This will be done both by announcement at the Fall Faculty Conference as well as via email, print invitations and posters. It is expected that this effort would succeed in bringing 100 attendees to the Day of Teaching.
5. In the lead up to the event the IFD will work with the faculty presenters to support creation of their presentations and posters. This will insure the quality of the event matches its importance to the campus.
6. During the event the IFD will oversee the organization of the days and coordinate support of the presentations, plenary session, poster session and reception to insure that the day proceeds smoothly.

## Assessment

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

### Level 1: Reaction

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

### Level 2: Learning:

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

### Level 3: Behavior:

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

### Level 4: Results

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

## Budget:

### A. Plenary Speaker: \$500 per year

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

### B. Reception in Campus Event Center:

- a. Year 1: 75 people for \$700
- b. Year 2: 100 people for \$900

### C. Poster Session Cost: \$500

Prior to or following the plenary speaker would be an opportunity for faculty to share their practice as well as their scholarship of teaching and learning with their colleagues. This would include a reception with food and drink for presenters and attendees. Expenses based on the Research Symposium. The Graphics department quoted an estimate of \$25 per poster to produce posters for faculty presentations.

### D. Printing of Invitations, Signage and Booklet

- a. Year 1: \$1000
- b. Year 2: \$1200

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

direct attendees to the classrooms, and run of black and white booklets developed for these sessions, poster session and plenary speaker. Costs are based on the prices quoted for the Day of

E. Presenter Thank You Bags \$500 each year

To acknowledge faculty who volunteer to allow their colleagues to visit their classrooms, it is appropriate to provide them with a thank you in the form of a "What the Best College Teachers Do" poster, costing about \$5 per copy and a Certificate of Acknowledgement for participating in the event for the 20 faculty presenters.

Total Budget: \$14,800

Year 1: \$7200

Year 2: \$7600

