

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 email a copy to Wolfe@ethernet.com. You will then be contacted by the appropriate 2020 Initiative Team representative.

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)

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 – 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
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A Classroom-based Empowerment Curriculum to Develop Self-Resiliency, with Training & Supports for Voluntary Campus-wide Faculty Application.

Amee P. Shah, Ph.D., CCC-SLP

Introduction/background

On college-campuses across the nation, we are seeing the wide-spread effects of what is called as “The Anxiety Generation”, and “Freaked out Millennials” (Scheffler et al., 2018). Results from the National College Health Assessment (NCHA) dataset illustrate that anxiety was the most prevalent self-reported mental health diagnosis among college campuses represented between 2011 and 2015. Furthermore, Anxiety and depression are the most common presenting mental health concerns of students visiting college counseling centers and are the only presenting concerns with a clear upward trend over the last 4 years. This statistic alone helps explain many of the issues we have seen in recent times that affect students’ class performance, their attitudes, motivation, behavioral issues, absenteeism, and ultimately, retention and graduation.

The current model of education does not prepare for the full spectrum of learning. In a packed undergraduate curriculum, we focus on skills such as writing, critical thinking, and developing the intellect and information, but we often do not provide any active training or pedagogical impetus for attending t^ for attending t^ for attending tending s tm man

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It is expected that over the two years of this project, over 40 faculty and teaching staff will be trained to pilot this training and conduct systematic assessments in the course of at least 1 (or perhaps more of their classes, if they are willing). So far, the first summer institute has received a tremendous support and interest from faculty as well as teaching staff and leadership from Student Affairs and Student Services. **Over 40 instructors (faculty, adjuncts, and staff) have applied to the Summer Institute for 2019, spanning all the schools (HLTH, NAMS, SOBL, ARHU, GENS, EDUC, and BUSN), including FRST courses, science classes, undergraduate, and graduate, and seasoned senior faculty.** Additionally, a large number of teaching staff dealing with students in transition as well as at-risk students have shown a great interest, and various branches of instructors in Student Affairs who work with at-risk students (e.g., EOF, CARE, Trans, those using Learning Access and counseling services) have all expressed a high interest in participating, learning, and implementing the resiliency curriculum and tools in their classes, as well as participating in the pilot research. Thus far, 40 participants have expressed interest and applied, of which only 15 will be accepted in the first cohort, and the rest of them will be provided priority status and picked from a lottery system for the 2nd cohort next spring. **Of note is the high number of applicants to this initiative, which shows how strong the desire for this kind of training/help is, and also how ready and willing the participants are which is perfect timing for an institution to meet its priority in student success through an across-the-aisle cultural and curricular innovation/efforts. Also, another noteworthy fact is that staff and faculty will be working alongside one another will also highlight the institutional impact of the project, aligning perfectly with 2020 guidelines.**

To summarize, this proposal helps to address, over a two-year period, the university priorities on increasing student success, student retention, and student graduation. While instructors of at-risk student groups (e.g., EOF, CARE), and developmental curricula (e.g., freshmen seminars) will receive priority in this pedagogical training, other faculty, adjunct instructors, and teaching staff

manuscript this summer from the previous pilot project on this work. I have also successfully applied for and been approved for the first summer institute for 2019 (as described above with the 32 applicants so far and the deadline three days away, on Monday, April 8). With this baseline work in place, this 2020 project is timely, urgent, and fits the primary imperatives of the university.

University-Wide Objective

This proposal meets the following primary and secondary strategic objectives of the Learning theme of the Stockton University 2020 initiative:

- 1) **Deliver high value-added learning experiences and promote scholarly activity (S1) :** As described throughout this proposal, this project provides high-impact, value-added learning experiences that apply to all disciplines and classes. It helps build skills in students that will help them access learning through improved strategies, mindset, habits, and developing an enhanced classroom culture that supports such value-added learning experiences. This project has clearly started the scholarly activity (through the obtainment of the R&PD grant on this work for summer), and a conference abstract submitted in the national conference of American Speech, Language, and Hearing Association (ASHA). Through the university-wide participation, we would be able to collect a robust data-set and develop interdisciplinary collaborations for scholarly publications of these data over the following years, and furthermore, apply for external grant funding, thus promoting scholarly activity (S1)
- 2) **Develop faculty and staff skills to support learning (ER1-L):** This project clearly develops faculty and staff skills to support their own continued development of new pedagogy to help student learning and access of information. Faculty and staff have expressed great interest in learning about this often-encountered challenge area and are very motivated to engage in this process of learning and assessment.
- 3) **Align resources to support strategic plan (RS3-L):** With the clear interest and participation from both, faculty as well as staff, it is a very organic,

Clear statement of impact campus-wide

The resulting campus-wide impact will be manifold:

Faculty from each of the schools have applied, as well as from a variety of programs, including graduate, undergraduate, as well as clinical programs and fieldwork. Faculty have experienced a whole range of student emotional and coping issues, and their participation will be able to grow their awareness and make a difference for their students in multiple ways. Some of the quotes

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acquired while enrolled in these first two years that could be stress related. A third factor is that many of our students are working full time hours which is near impossible with a program as demanding as Nursing. We need strategies to assist students to acquire resiliency to not only to allow them to succeed academically but to protect their health. We have students that are so Type A and put so much stress on themselves, they are at very high risk for mental and

· Mary Padden, Associate Professor of Nursing

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enrollment, and with a gap in needed resources to keep up with the increased enrollment (e.g., issues in over-half of students who take one or more FRST-1000 level courses,; the higher drop-out rates, and the increased burdens on faculty), if we can train a campus-wide faculty to help

Association AERA). Concurrently, the results will be prepared for a manuscript submission in a higher education journal on student learning (e.g., *Journal of College Student Development*).

Year two: (Summer 2020-Summer 2021).

Year two will follow a similar structure as year one, with the remaining 25 faculty and staff who had applied from year one but did not make the initial selection. The participants will be trained in the summer institute 2020 to utilize the assessment tools, the worksheets, and provided effective strategies for engaging students in this non-traditional curriculum. The participant number will be doubled (n=25 max), and one more facilitator will be added to mentor in the summer institute, so that the program can be scaled up to serve the larger need of the institution. Results and success stories from the first cohort of pilot instructors will also be shared with this second cohort so they can learn from the effective strategies.

education (e.g., Journal of College Student Development) will also be the outcomes of this project (see details in the budget section).

1. Interim-test: At a mid-semester point, students will be provided the course mid-semester evaluation by each participating instructor, with some questions asking them their opinion on the empowerment exercises they have been doing daily.
2. Day 3 of Summer Institute will be held with all the participating instructors to review the results of the interim assessment as well as review the program and make changes, as necessary, also identify effective strategies to share across the group.
3. Post-test: At the end of the semester, the four scales measured above will be re-administered. Students will also complete a reflection paper at the end of the semester that prompts them to answer questions regarding their self-perception of growth (if any) on communication, responsibility, sense of ease and wellbeing, and ability to resolve conflict. They will be asked to provide descriptions and examples, if they attributed any of these changes to the daily empowerment activities & out-of-class practice.
4. Day Four (1/2 day): participating instructors will meet with me to review the semester and the overall results seen from the post-tests, the reflections, and overall gains made in and out of class as a result of this program. Goals and strategies will also be firmed up for a university-wide roll out of the program.

Plans for future generalization and wider applicability: A dataset of useful strategies gained from this experience will be collected in the summer institute and hosted as a resource on the IFD website, along with videos of participant staff and faculty. The data of measures assessed and results obtained, along with gains made in students' reflections and other metrics will also be provided as a white paper on the IFD website so the at-large Stockton community can learn from this program and continue implementing aspects of it beyond this 20/20 grant period.

Expected Results

How will you know if your project is a success?

- a. By 15 faculty completing the summer institute this summer, and another 25 completing next summer, and both groups submitting an evaluation form at the end of the two days will show the first-tier of success and reach across the university
- b. By comparing the pre- and post-assessments on the four standardized classes in the targeted 40 classes, we will have a strong and quantitative set of data that shows the difference intentional teaching of resiliency curriculum has on the students—this will be a second tier of results,
- c. By seeing growth in student success and reduction of resiliency-din

semester for each cohort. **As mentioned earlier, the SEMP research team (under my leadership as Co-Chair) is exploring the possibility of assessing the retention efforts through the ongoing statistical modeling, especially addressing the variable of intervention through this unique intervention effort.**

- d. Lastly, presenting these data at two nationally-leading conferences, publishing the studies in peer-reviewed journals (at least one paper, but ideally, two), and applying for an external grant after the two year period is completed will be additional measures of success.

What are your anticipated outcomes and specific measurements for success?

Besides the above a-d outcomes, it is also expected that the enrolled faculty will develop their own outcomes and course maps, including course-based assessment used for their participating classes—this will be done in day two of the summer institute. The end-of-semester check will elicit quantitative and qualitative measures of success towards these course-based outcomes

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Food: Total **\$1350** (\$600 for each of the two full days (will cover breakfast, lunch, and light afternoon refreshments for 15 participants), and \$150 for light refreshments on the half day in November)

Printing & duplicating of materials (color worksheets, black and white curriculum books, and assessment scales):: **\$555**

Per person cost: (0.18 per black and white copy* 10 pages=1.80; 0.86 per color copy* 40 pages =\$35)

Cost for 15 people=\$555

Summer Institute Year two: 25 participants over 2 full and 1 half day, with 2 facilitators:
\$22,175. See breakdown below:

Facilitators:

900 * 2= \$1800 for two full days

450*2 half days * 2 facilitators = \$1800 total for two half days

(participants will be split up into two half days to accommodate the larger numbers)

Facilitator total= \$3600

25 participants: 20 faculty, each receiving \$600 for two days, and \$150 for a half day, Total **\$15000** (5 staff teaching faculty will not receive any payment due to the staff MOA).

Food and beverage: Total: \$2700 (\$1200 for each of the two full days (will cover breakfast, lunch, and light afternoon refreshments for 25 participants), and \$300 for light refreshments on the half day in November)

Printing & duplicating materials: Each person =35 dollars * 25 people= **Total \$875**

Student Assistant for data management and organization for first cohort: \$3096.00

Breakdown: Scheduling appointments (5 hours), administering pre-assessments in 15 classes (10 hours), data entry of pre-assessments (35 students per class; 15 classes; 4

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<p>-Able to give and receive constructive criticism -Able to stay professional with even unfair or negative behavior -Empower others (patients, clients) -Able to listen actively and patiently</p>	<p>-Supportive Conversations -Dealing with Complaints than getting negative -Active Listening: Recreating & Getting the Commitment</p>	
<p><u>Leadership qualities</u> -Risk Taking -Speaking up -Taking Initiative, without being told -Trying different things -Doing more than expected, with enthusiasm and motivation -Acting in the interest of the whole team: colleagues, patients, clients, and even the boss or supervisor -Uplifting Self and others -Abundance versus scarcity mindset (There is enough in the world to share and not fight and compete)</p>	<p>-Practicing giving and receiving feedback -Risk-taking, e.g., scavenger-hunt -Trying different things, -(Bringing new ideas to class, trying things at home, sharing and engaging) -Practicing fun and play to keep enthusiasm (e.g., yes and, scavenger-hunt,) -CREATING an Empowered & Fun Space! -(Leading out of the</p>	

<p>-Showing leadership skills -Being well-rounded: good grades but also good character</p>	<p>-Practicing accountability & responsibility -Risk-taking -Trying different things</p>	
<p><u>Committed to ongoing growth and development actively practicing the lessons</u></p>	<p>-Awareness of What Works for You -Intentional Practices - good choices -</p>	<p>EA, ER</p>

Being organized,

<p>-Knowledge of strengths, -Not easily swayed by the popular opinions - limitations but willing to challenge self and grow -Able to stay grounded in stressful times</p>	
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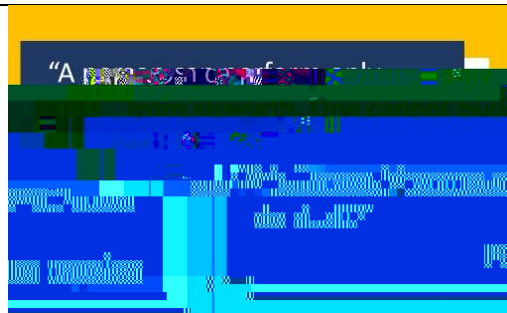
Prompt	Response
5 things I did in the last week that I am proud about! (They can be little or big remember them, savor them, and briefly write each)	1.
e.g., I started waking up early and have kept that up for 3 days	2.
	3.
	4.
	5.
<p>When I prompt you to do so, feel free to share with the class, or with a partner next to you. Do it in a way you can be fully proud and OWN it!! Feel free to be enthusiastic and compliment each other for this achievement..Remember:</p>	

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When I prompt you to do so, feel free to share with the class, or with a partner next to you.

Prompt	Response
<i>This week I feel strongest when</i>	
<i>I felt best about myself when</i>	
<i>I had the most fun when</i>	
<i>I felt happiest when</i>	
<i>I felt most energetic when</i>	
<i>I felt the most courageous when</i>	
<p>When I prompt you to do so, share with your partner next to you what you discovered about yourself in doing this exercise. Reflect how this knowledge and awareness about yourself could help you.</p> <p>Remember, <u>discovered the</u> <u>circumstances</u> Dr. Shah</p>	



Role play and demo

Prompt	Response
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You are having a conversation with a friend..
Your friend is complaining about something.
Role play with your group where one person is
complaining, and the group members take turn
@
complaint in a positive, generative way. Write