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**STOCKTON UNIVERSITY  
ANNUAL REPORT FOR  
2020 INITIATIVES PROJECT**

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<b>PROJECT LEADER(S):</b>	Sonia Gonsalves, Ramya Vijaya
<b>PROJECT TITLE:</b>	School retreats to develop disciplinary perspectives on global learning pedagogy
<b>DATE:</b>	July 19 <sup>th</sup> 2017
<b>CC:</b>	

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to Jessica Kay, Data Analyst & Assistant to the Chief Planning Officer at: [jessica.kay@stockton.edu](mailto:jessica.kay@stockton.edu)*

**Please provide a summary of the project and your experience.**

Four one-day school based global learning faculty development retreats were held at Stockton in May and December 2016. The retreats were supported by funding received from a 2020 grant to expand the discussion and the integration of global learning pedagogy across the curriculum. 32 faculty members from 5 schools – ARHU, SOBL, GENS, HLTH and BSNS- participated in the retreats. Additionally, each school retreat also had two facilitators.

Although Stockton’s scope of global engagement has been increasing as evidenced by the individual faculty collaborations and projects with agents in different countries and with international organizations, the conversations about teaching for global awareness seems to be limited to faculty whose research or personal experiences link them to international issues. This approach does not ensure that all students, no matter what their disciplinary focus, will have opportunities to extend their global learning capacities through coursework and related events and activities. We do not yet have an institutional plan for ensuring that global learning is fully integrated across the curriculum. The retreats were meant to facilitate this broader integration by first taking stock of the current levels of commitment to global learning in various disciplinary curricula and identifying areas of global learning that can be further emphasized. Additionally, retreat faculty also identified and defined discipline specific global learning competencies that should be integrated within the curriculum. Each retreat produced a matrix of discipline specific competencies, strategies and resources. These matrices are a great resource for faculty seeking to integrate Global Learning (GL) pedagogy in disciplinary courses across the curriculum.

**Please attach a copy of your original proposal or list your stated objectives and expected outcomes.**

The following goals and objectives were indicated in the original proposal:

In each retreat, faculty members will work with other faculty in their school to develop a core list of global learning competencies that are most relevant to their disciplines. In addition, they will outline specific classroom strategies and curricular and co-curricular activities that support the development of such competencies. This matrix of competencies and strategies can then be utilized by the faculty in each school as a resource for supporting global learning by instructional and other reinforcing activities.

Dissemination of retreat materials – matrix of competencies/strategies and resources

Increased faculty confidence in connecting and integrating global learning to their disciplinary work and in their related pedagogy and faculty recognition of the educational value of GL competencies in students' learning.

Ideally, one of the outcomes from this initiative, the establishment of specific GL strategies for each school, will lead to the consideration of a Global Learning Fellow position at the Institute for Faculty Development. Such a clear role for a faculty member in the IFD would signal institutional commitment to provide ongoing support to faculty members in adapting material from the matrix of competencies for their courses.

**Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.**

Each school retreat produced a matrix of competencies and strategies. These are included in the attached retreat summary report. The retreat facilitators held a meeting to discuss the summary report and the faculty response to the matrices. Retreat facilitators reported that the listing of competencies and strategies generated very useful discussions during the retreats and increased confidence in integration GL into their course. The retreat summary report along with the matrices was also sent to the office of the Provost and to the office of the Global Engagement.

The retreat findings and materials have also been discussed with the incoming Global Learning Fellow. It is the hope of this team that the work initiated in the retreats will be carried forward by the global learning fellows in the future

**Please list any follow-up actions (publications, presentation venues, etc.)**

**Are you recommending the continuation of this project? If so:**

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division to which the continuation proposal should be forwarded.**

*[Note: continuation proposals must be approved and incorporated into the appropriate budget process.]*

This project provided a valuable forum for an interdisciplinary discussion of global learning pedagogies. As mentioned before there is yet no institutional plan for ensuring that global learning is fully integrated across the curriculum and does not remain restricted to international content in a few elective courses. The retreats were able to engage new groups of faculty in a discussion of integrating global learning across the disciplines. This kind of engagement is vital for the development of true global learning pedagogies going forward. We hope that this initiative will be carried forward and will draw an expanding group of faculty across the disciplines in the future.

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<b>FINANCES: Based on your proposal, please outline below how the award has been spent.</b>		
	<b>Amount</b>	<b>Notes/Comments</b>
<b>Beginning Budget Balance as of:</b>	<b>\$</b>	
Salary Expenditures		
• Stipends	\$ 18000	
• Full-time staff salaries	\$	
• Full-time faculty salaries	\$	
• TES salaries	\$	
• Fringe Benefits	\$	
<b>Total Salary and Fringe Expenditures</b>	<b>\$</b>	
Non-Salary Expenditures ( <i>supplies, travel, etc.</i> )		
• Catering	\$ 1800	
• Preparatory Resources	\$ 240	
•	\$	
•	\$	
•	\$	
•	\$	
<b>Total Non-Salary Expenditures</b>	<b>\$</b>	
<b>Total Salary + Non-Salary Expenditures</b>	<b>\$ 2040</b>	
<b>Ending Budget Balance as of:</b>	<b>\$</b>	

<i>If there are remaining expenditures required to complete the project, please itemize them with expected amounts and timing for payment.</i>		
<b><i>IMPORTANT: Unused funds will revert to the general 2020 Initiative Fund at the end of the fiscal year if not approved and encumbered for project costs.</i></b>		
<b>Item</b>	<b>Expected Amount</b>	<b>Expected Timing for Payment</b>
Not Applicable/No remaining expenditures		

<b>Total</b>		