



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	
Your Email	
Title of Project	
Project Leader	
LEGS Initiative Team Coach	
Project Partner(s)	
Duration / Time Frame of Project	

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	
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)	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

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

Budget Summary – 2020 Requested Funding Only*

	Item	FY2019	FY2020	FY2021	FY2022	Notes/Comments (stipends, supplies, hospitality, etc.)
		July 1, 2018 – June 30, 2019	July 1, 2019 – June 30, 2020	July 1, 2020 – June 30, 2021	July 1, 2021 – June 30, 2022	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
Total						

* 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?			
What department or academic school will your budget for this project reside?			
Who will be the Budget Unit Manager (BUM)?			
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 <u>immediate</u> use to begin your project?	Yes, Date Needed:		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?	
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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

A Classroom-based Empowerment Curriculum to Develop Students' 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 to students’ development of emotional intelligence, through active practices that build intentional skills in self-awareness, self-regulation, and self-empowerment. This gap in the current model of education affects both, the academically underperforming students as well as the higher performing students. Cultivating a sense of self-resiliency and emotional regulation that is deeply anchored in the knowledge of self-worth, independent of any performance-oriented structure (such as grades) would be key to managing their success. If these students learned to recognize their worth and responsibility, they would be more likely to be better future employees and professionals (Zhoc, K. C., Li, J. C., & Webster, B. J., 2016).

The study of emotions in classrooms is central to understanding motivation and learning patterns among students (Beilock & Ramírez, 2011). Emotional experience is an integral component of all school activities and plays a key role not only in relation to learning but also with respect to achievement over time (Pekrun & Schutz, 2007). In academic contexts, individual self-perceived emotional intelligence (EI) has been shown to be related to better psychological and social adjustment and social adaptation (Balluerka, Aritzeta, Gorostiaga, Gartzia, & Soroa, 2013; Castillo, Salguero, Fernández-Berrocal, & Balluerka, 2013; Pedrosa, Suárez-Álvarez, Lozano, Muñoz, & García-Cueto, 2014) and to school performance (Ferrando et al., 2011; Joseph & Newman, 2010) in adolescence. However, despite these findings and the vast amount of studies about emotions in school contexts (Humphrey et al., 2011; Inglés et al., 2014; Rodríguez et al., 2014) research on collective or group emotions in classrooms is still scarce, and even more so, studies on embedding these teachings within the regular curriculum.

To meet the gap in the current educational methods, I have developed and tested an empowerment-based classroom curriculum to enhance students’ overall resiliency, including students’ self-esteem, self-empowerment, and self-responsibility, and self-regulation (i.e., emotional intelligence). These measures are important for the overall student success not only in any given course, but especially as part of the core life skills essential as a future professional.

Instructors' typical complaints tend to be that students lack in the necessary accountability in their success, and tend to be dismissive, immature, or blame the educational system. These problems continue in future professional workforce, as some professionals continue to shirk self-responsibility and personal accountability in handling communication breakdowns as well as professional issues.

Typically, 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 to students' development of emotional intelligence, through active practices that build intentional skills in self-awareness, self-regulation, and self-empowerment. Instructors typically experience these problems among their students but find it challenging **to know how to address them, and how to fit it in** an already full syllabus and curriculum.

In two semesters of pilot studies, I have found that using only 10-15 minutes of classroom time per class (i.e., 2-3 times per week in a 13 week semester) on this empowerment-curriculum helped students make gains on standardized instruments on measures of **1) self-esteem, 2) emotional intelligence, 3) communication apprehension, and 4) communication competence**. Further, the gains of these metrics correlated well with **improved students' performance on class assignments, self-reflection, engagement, and trust**. The methodology involved a classroom-based 13-week mindfulness-based empowerment exercises integrated in a health science course. **Please see Appendix A in the last few pages** attached to this proposal **a list of the core values** practiced in this class, and **a few sample worksheets** used from my **"The Empowerment Zone: Core-Values Building Primer"**. Exercises focus on **gratitude, accountability, personal responsibility, personal strengths, identifying problems, respectful dialog for conflict resolution and so on**. Using the **Self-Progress Bar**, students will be trained to monitor and track their progress along all of the dimensions and core values selected for any given class. The participating instructors will receive this whole book complimentary, and will be trained how to choose the different core values for different times of the semester, different issues that come up in class, and how to train students to self-monitor and talk about these issues using these worksheets (thus developing meta-cognition).

The 20/20 proposal has two larger goals: 1) to help faculty and staff on campus develop pedagogical goals, approaches, assignments, and assessments in their regular courses to intentionally attend to and improve student resiliency and emotional regulation, and 2) develop scholarship in this area by collecting large university-wide data and publishing/presenting them in a multidisciplinary effort in Scholarship of Teaching and Learning. Taken together, this proposal is aligned with meeting the institutional priorities of improving Student Success, Student Retention, and Student Graduation. Faculty and

staff will learn to develop increased relationships with their students in class, and systematically improve students' awareness and self-help skills in proactively identifying issues early on, and acculturate them to deal with these challenges with support in the classroom, so they are successful in their undergraduate and/or graduate period at Stockton, improve retention, and ultimately graduation.

Within the goal to help faculty and staff on campus develop new pedagogy, they will

1) become aware of the issues of emotional resiliency and become acquainted with an overview of research findings of the impact of emotional issues on student performance,

2) learn and apply the techniques and empowerment curriculum I have developed, along with a toolbox of other high impact practices in helping students improve resiliency,

3) plan curricular goals and assignments in their syllabi to improve their students' self-esteem, emotional regulation, and communication by actively incorporating some of these tools and strategies,

4) implement standardized pre-post assessments, interim assessments, and solicit reflective feedback from students to measure the outcomes of their efforts and practices to intentionally incorporate resiliency curriculum and goals in their course(s).

5) A more emergent opportunity is to make these pilot classes be part of the dataset that is being assessed by the SEMP Research group, of which I am the Co-Chair. We have a great opportunity here to follow the students and measure the retention rate of these 15 pilot classes as part of the ongoing statistical modeling underway through institutional research. I have consulted with my co-chair, Dr. Xiangping Kong, who has expressed enthusiasm for this opportunity to systematically study students as an **active intervention effort**---rather than doing probability analyses as we have so far.

These goals will be addressed through a summer institute in 2019 with 15 faculty and teaching staff, and another summer institute in 2020 with 25 faculty and teaching staff. In the interim, university-wide data of assessments will be collected, analyzed, prepared, and submitted for publication, as well as presented in a high-impact conference of higher education, thus bringing leadership and visibility of the university efforts and innovation to the area of Scholarship of Teaching and Learning.

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 will also be able to participate and learn from this summer institute. By incorporating some of these goals and shaping students’ behaviors in the classroom, we, the instructors, will be proactively able to help our students, rather than completely relying on external services and resources that are often strapped (e.g., tutoring, counseling, wellness center), as well as be able to potentially reduce problematic behaviors such as student complaints, truancy, plagiarism, and so on. By having faculty representatives from each school participate, and student service staff representatives participate, it is expected that they will be able so lead their schools and divisions in incorporating some of this knowledge, resources, and models in their curricula, thus increasing the breadth and reach of this work throughout the university.

After the initial round of data collection, presentation, and publication, an interdisciplinary external grant will be developed and submitted to allow a long-term sustainability of the resiliency training at this university. Thus far, I have obtained an R&PD grant to prepare a

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, seamless way that the alignment of priorities and resources is occurring in meeting with institutional priority of student success, retention, and graduation. Currently, the Strategic Plan as well as the SEMP committees prioritize student success **and with faculty and staff learning a way to support student success in their course curriculum, it offers a well-rounded, multi-pronged way to meet the strategic plan priority of student success.** We can also measure the success of this intervention effort to see the progress made on the retention goal through the SEMP Research team, of which I am the Co-Chair, so I can offer leadership by aligning the efforts and assessments.

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 from their applications exemplify the type of impact that is possible:

“I’d like to develop a student resiliency plan for at-risk students enrolled in FRST 1101 *College Writing*. These students have the lowest verbal writing/verbal SAT/ACT scores, are predominantly low-income, first-generation college students, and have few support networks, study behaviors, and/or coping skills for adjusting to college. Though FRST classes are set up to help students meet the academic challenges of the University, mental health challenges and other behavioral issues are some of the primary reasons why this population is not succeeding in their first year. As a service program to the whole institution, helping our most vulnerable student population is a necessity.” –Emari DiGiorgio, Professor of Writing & First-Year Studies

“Our students tend to find stats and methods as more stressful/challenging courses. Increasingly so, I find that many students are just not doing the work because they get too anxious. Its almost like they are too afraid to fail, so they won’t even try. I need strategies to help them get past the anxiety. For my victimology class, I think this content would help because it is a sensitive and difficult topic to manage emotionally. It also seems that graduate students in general seem to be more anxious, and as director I spend a lot of time talking with students about how their anxiety is a barrier. I would love to reflect on how any skills learned could be used in that role. “ –Deanna Button, Graduate Faculty and Masters of Arts in Criminal Justice Coordinator

“Based on what I learn in this Institute, I’d like to implement strategies in the courses I teach to enable students to develop coping skills that can be utilized in the MS Occupational Therapy program, in the clinical Fieldwork settings, and in their careers. I’d also like to develop assessment strategies for the program that we can add to our program assessment plan.”

–Kim Furphy, Graduate Faculty and Director, MSOT

“Every year, students who are in early recovery from substances and students who grew up in alcoholic families register for My GEN2215: Peer Education, Drugs and Alcohol class and some have to drop because they don’t have the coping skills to succeed in mine and other’s classes. I work with trauma survivors, students with mental health issues, the LGBT community and students who are in recovery from addiction or grew up with this.” –Laurie Dutton, Director, Women’s, Gender & Sexuality Center

“The Nursing program is very stressful and very demanding. While we have managed to retain most students, we are beginning to notice that the current sophomore and freshmen classes lack skills for academic success. There also seems to be a high incidence of physical illnesses

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 physical illnesses.” –Mary Padden, Associate Professor of Nursing

2) Similarly, the following staff have provided a strong commitment to serving as a campus-wide pilot test group. These are staff leaders from Student Affairs who are teaching courses to the corresponding at-risk student groups will benefit more immediately in the measures of resiliency, including self-esteem, emotional awareness, emotional management, and increased accountability. These students will likely make stronger gains in their grades, and increase the retention at Stockton. I have confirmed that each of these staff leaders teach 1-2 classes per semester on campus:

- a. Don Cassidy, Director of Counseling
- b. Stephen Davis, Dean of Students
- c. Laurie Dutton, WGSS
- d. Bob Ross, Learning Access (LAP)
- e. Patty McConvil, LAP
- f. Laura Shaw, Counselor + teaching TRANS students
- g. Luane Anton, Health Educator
- h. Kristen Mittlemand, Health Educator
- i. Jonathan Johnson, Director of Wellness and Health Educator
- j. And indirectly, from Amy Jones, OSRR

The above staff are teaching courses to students from the CARE program, WGSS, EOF, and Honors Program, in addition to the LAP, and Counseling students they typically serve.

Thus, this group will be the immediate beneficiaries of the gains made through these tools. This curriculum will also supplement and tie well with some of the student development activities they already routinely provide, e.g., Peer education, wellness programs, counseling, several of the university skills provided by the freshmen seminars, and so on. **Therefore, this test group will be able to provide a robust implementation of this program in a way that has wider benefits to the institute in its more immediate priorities: Student retention and graduation, and Student Success.** Going beyond these classes, an implementation across the campus to interested faculty from various disciplines will further help address the afore-mentioned generational issues of **anxiety, depression, and life-skills’ preparation** needed for the workforce. In that sense, we would be graduating an emotionally better-prepared, academically-stronger, and workforce-ready student body going forward. Additionally, this program helps meet some of our **strategic enrollment management priorities**: as our institution increased its

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 build student skills in their own classes, it would help overall retention and student success, and **alleviate the pressures on the FRST, CARE, EOF, Advising, Wellness, and other Academic and Student Affairs services.**

Indeed, these above claims of outcomes are supported by research findings, e.g. “Schools that implement social and emotional learning programs report an **increase in academic success, better quality relationships between teachers and students, and a decrease in problematic behaviors such as drug use, aggressiveness, and bullying**”. (Aritzeta, A., Balluerka, N., Gorostiaga, A., Alonso-Arbiol, I., Haranburu, M., & Gartzia, L. (2015).

By collecting institutional data on state-of-the-art practices such as this one, we as an institution will be among the leaders in the national conversation in higher education on improving student resiliency. These data will be presented and published to help inform the larger academic community.

The above are just a small sample of the widespread and urgent needs that have been expressed through these applications, and the motivation and eagerness of faculty and staff to make this area a priority for any kind of information, tools, resources, and focused help they can receive. It is rare that on any particular issue there is such consistent and widespread interest and agreement from all parties on a university campus; it is time we aligned our resources and provided the time, space, and expertise to help our students help themselves. This 2020 program, if funded, has such a timely and powerful mechanism to make an impact on a concrete and urgent issue that impacts all of our priorities tied to student success, and has the potential to have a multifaceted impact by creating a new culture of awareness and active incorporation of healthy learning habits in the classroom.

Activities (Briefly outline the major action steps which will guide project).

Year one: Summer 2019-Summer 2020

Summer Institute in Summer 2019: Over a two day period, to train and develop 15 faculty and teaching staff to learn about emotional resiliency issues, best pedagogical practices, and my empowerment curriculum, and then develop goals and specific assignments for their own classes. The two-day summer institute, a 3rd day of mid-semester check-in, and a 4th day of final wrap-up meeting is planned as follows:

Day one (Aug 13, 2019): Overview of Emotional Resiliency issues, research, best pedagogical practices, and guest lectures from 3 experienced faculty and staff to share their experiences and

A 2020 Proposal for the Learning Team

resources on building student resiliency. Participants will share their own experiences, challenges, and specific interest in this pedagogical issue. On this day, I will explain my empowerment curriculum, the procedure of implementing and conducting the practices in class, role playing the methods, and partner/ group shares of the experiences. Participants will learn about the results and findings of this research, including scores on standardized measures as well as qualitative findings from reflections, self-reports, and performance on assignments and exams.

Day two (Aug 14, 2019): This day will focus on developing individual syllabi goals, assignments, and practicing the skills in pairs as well as sharing with the group. Participants will work in small groups and develop their course maps, identify appropriate teaching strategies with the help of the facilitator (myself), and share and discuss with each other to expand their repertoire of ideas and skills. Participants will be trained to implement the pre- and post-assessments using the standardized assessments. They will be provided reflection paper prompts, and encouraged to follow the qualitative and quantitative measures. They will be given guidelines to track progress and keep detailed notes throughout the semester.

Day three: (October): I will meet individually with each participating faculty member for a 30-45 mins. check in on the progress of their goals, trouble-shoot issues and challenges, and overall encourage and facilitate their efforts in helping their students on the exercises and assignments for targeting resiliency. We will discuss what is working and identify the benefits of this program, while proactively addressing issues that may be posing challenges.

Day four: Nov 27, 9-12 pm (half day) will be used at the end of the semester to collect all the post-assessments and debrief on the findings and reflections on the program. All participants will share and learn from each other about lessons learned, insights gained, while discussing plans for further improvements and sustainability of the methods developed.

All curriculum books (my Empowerment Tools Pedagogical Primer), including worksheets and standardized assessment tools will be provided. Pre-test in week one of Fall, 2019 Semester: All pilot participants will administer the four standardized questionnaires in the beginning of the semester: the 1) Rosenberg Self Esteem Scale (SES), 2) The Quick Emotional Intelligence Self-Assessment, 3) Personal Report of Communication Apprehension (PRCA-24), and 4) Self-perceived communication competence scale (SPCC). A student research assistant hired on this project will help the faculty by implementing these standardized tools in the classroom.

Spring 2020: Through various forums: emails and word-of-mouth, Day of Scholarship talk, and a Brown Bag talk through the IFD, the university-wide instructional community will be informed about the availability of this curriculum with some of the key accomplishments, and faculty/staff instructors will be invited to pilot this program in their classes by attending the summer institute in 2020.

Also, the data from this first cohort of pilot participants will be analyzed, and submitted for presentation in two conferences, to ensure it gets accepted in at least one venue (American Speech, language, and Hearing Association (ASHA) or American Educational Research

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.

Outcomes and Assessments:

(Briefly identify outcomes, including campus-wide impact; indicate how you will measure success of your efforts; what metrics will be used, etc.)

- A. Each participant faculty will produce a disciplinary-relevant matrix of competencies for their participating class. A pre-and post-assessment will be conducted using the four measures of the 1) Rosenberg Self Esteem Scale (SES), 2) The Quick Emotional Intelligence Self-Assessment, 3) Personal Report of Communication Apprehension (PRCA-24), and 4) Self-perceived communication competence scale (SPCC). **These assessments have been selected as they measure the specific factors that are expected to be shaped by this curriculum, namely, self-esteem, emotional awareness and regulation, and communication. These assessments are standardized and well-recognized, widely-used tools in the field of psychology and sociology, and widely cited in literature (e.g., Robins, R. W., Hendin, H. M., & Trzesniewski, K. H. (2001).**
- B. Also, a midterm and end-of-semester reflection form with quantitative and qualitative data will be used to assess gains made in this program. Analyses will be conducted such that gains made within each at-risk group, as well as gains made across participating majors throughout the university will be compared.
- C. Also, individual interviews will be conducted with the participant instructors at the interim and post-assessment juncture to collect qualitative feedback on gains made by students, any improvements in their relationships with students, and the final grades received by the students in these participating classes.
- D. Successful presentation of this data in a national conference of higher education for each of the two years (ASHA or AERA), and a successful manuscript in a journal of higher

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-related problems across all the enrolled classes, we will ultimately ensure that the project was a success. These results will be obtained by one-to-one interviews I will be conducting at the end of the

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 using the course-based assessment tool used to measure success.

Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?

For the first year, I will be working as the lead on this project. This 2020 project will allow me to hire a student worker to conduct all the in-class assessments, enter data, and help with data management. Once I have the protocol defined and refined, I will be able to train a peer faculty or staff mentor to help with the second year summer institute, training, and interviews since the number of participants will be nearly doubled at this point to expand the reach of the program. The School of Health Sciences budgetary personnel will help with the budget items, e.g., hiring the student worker etc.

What is your project's "finish line"?

December 2020 for all data collection, interviews, and trainings. A final report will be submitted in the beginning of Spring 2021.

Summary of Budget Request:

Summer Institute Year one: **Fifteen participants over 2 full and 1 half day with 1 facilitator: \$12,255. See breakdown below:**

Facilitator: **\$900** for two days, **\$450** for one half day. **Total: \$1350**

15 participants: 12 faculty, each receiving \$600 for two days, and \$150 for one half day. Total **\$9000** (3 staff teaching faculty will not receive any payment due to the staff MOA).

A 2020 Proposal for the Learning Team

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 assessments per class= 35 hours total), calculating scores and basic computation (40 hours), interim assessments (10 hours), interim assessment data entry (20 hours), interim assessment calculations (10 hours), post assessment appointments (5 hours), post assessment administration (10 hours), data entry of post-assessments (35 hours), calculations of post-assessment scores (40 hours), qualitative reflection data entry (30 hours), additional weekly meetings and training time (8 hours). Total 258 hours, at \$12 per hour= \$3096.00

Student Assistant for data management and organization for second cohort with 25 classes: \$5200.00

A 2020 Proposal for the Learning Team

One conference presentation at the end of first cohort for the program principal: \$2500

American Speech, language, and Hearing Association (ASHA): abstract submitted, conference will be in November, 2019 in San Diego. Costs: Registration 550; Flight: 450; Hotel: \$1000; Car rental and parking: \$300; Meals and incidentals: \$300

(or If ASHA abstract is not accepted, another abstract will be submitted to the American Educational Research Association (AERA) conference in San Francisco, in April 2020)

(Faculty Development Funds will have been used up for another conference I am going to, namely, the ASAHP conference)

One conference presentation at the end of the second cohort, including the full study findings: \$2500

The exact conference name, dates, and forum will be identified later in 2019 when the calls are announced. These expenses are based on the previous year's estimates.

Total requested: \$47,726 (Total for a two-year long sequence).

Have you discussed this proposal with your supervisor? YES

Appendix A: Sample material for the in-class training through my “The Empowerment Zone: Core-Values Building Primer” (Shah, 2018).

The Curriculum of Empowerment Practices to Build Essential Core Values

Sections

1. Getting centered (C)
2. Emotional Awareness (EA)
3. Emotional Regulation (ER)
4. Communication & Conflict Management (Com)

Core Values	Core Practices	Section
<u>Good sense of self:</u> Well-adjusted, positive, feeling good about self, secure	Celebrating self Peace & Joy Security: Having gratitude & appreciation	C
<u>Self-confident:</u> -Knowledge of strengths, -Not easily swayed by the popular opinions -Knowing one’s limitations but willing to challenge self and grow -Able to stay grounded in stressful times	-Awareness of What Works for You -(Practicing logical and critical thinking in face of popular opinions) -Owning the negative feelings -Dealing with fears with trust & optimism	EA, ER
<u>Good People-Skills</u> -Kind, compassionate, & caring -Communication abilities -Sensitivity to others	-Gratitude & appreciation -Kindness -Acknowledgment: Giving & Seeking out	ER+ Com

<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Supportive Conversations e.g. “Yes, and” -Dealing with Complaints with “Yes and”, rather than getting negative -Active Listening: Recreating & Getting the Commitment 	
<p><u>Leadership qualities</u></p> <ul style="list-style-type: none"> -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) 	<ul style="list-style-type: none"> -Practicing giving and receiving feedback -Risk-taking, e.g., scavenger-hunt -Trying different things, e.g., “Yes, and” -(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 “abundance-mindset”) 	<p>ER+Com</p>
<p><u>Distinguishing Oneself</u></p> <ul style="list-style-type: none"> -Higher quality of work -Being creative in efforts 		<p>High-performance ER</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 -Awareness of “Who are you being”? & making good choices -Practicing “Get to” instead of “Have to”</p>	<p>EA, ER</p>
<p><u>Being organized, planned, and using time and energy well</u></p>	<p>-Taking Purposeful Actions -Staying positive and motivated, and not wasting energy on negativity, complaints, & criticizing.</p>	<p>High-performance ER</p>

Self-Progress Bar:

Where are on these Core Values & Skills? Check where you need to actively practice and grow.

<p>Core Values</p>	
<p><u>Good sense of self:</u> Well-adjusted, positive, feeling good about self, secure</p>	<p><u>Write notes and reminders here</u></p>
<p><u>Self-confident:</u></p>	



<p>-Knowledge of strengths, -Not easily swayed by the popular opinions -Knowing one’s limitations but willing to challenge self and grow -Able to stay grounded in stressful times</p>	
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Empowerment Zone Activity Date: _____

Practicing Celebrating Ourselves Core value: C

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.

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: *“No*

little thing is little in the big scheme of life—and each baby step is worth celebrating!”- Dr. Shah



Empowerment Zone Activity

Date:_____

Practicing Peace & Joy

Core value: C

Prompt	Response
5 facts or things that bring me peace and/or joy whenever I think of them are....	1.
e.g., how my little puppy waits for me eagerly and always loves to play with me	2.
	3.
	4.
	5.

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 really share your joy with each other or with the whole group. Remember, ***“Sharing things that really bring you peace and joy brings you back more peace and joy!” –Dr. Shah***

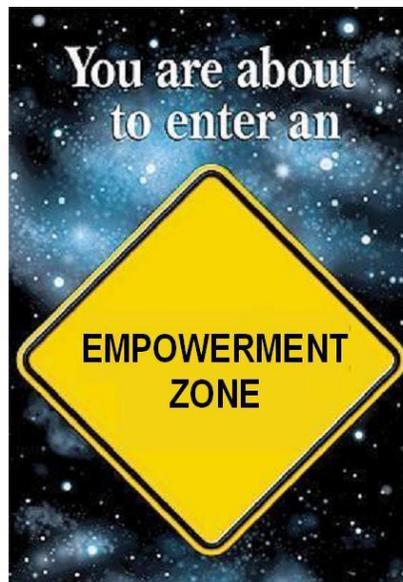


Empowerment Zone Activity

Date: _____

**Practicing CREATING an Empowered & Fun Space!
(Core Value: ER, Com)**

Prompt	Response
3 things I will do today to <i>create</i> empowerment and/or enjoyment for myself and my class today are...	1.
e.g., pay a genuine compliment to someone in class	2.
	3.
<p>When I prompt you to do so, feel free to share with the class, or with a partner next to you. You can also use the time to take one of the actions you listed above.</p> <p>Do it in a way you can really bring empowerment or enjoyment for YOURSELF...and as you do that, it will just bounce off on to others! Remember, <i>“When you feel good, it is contagious & infectious! Don’t be shy to spread your joy!” –Dr. Shah</i></p>	



Empowerment Zone Activity

Date: _____

Practicing Awareness of What Works for You

Core Value: EA, ER

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, <i>“No Superhero knew they were superheroes, until they <u>discovered the circumstances under which their superpowers showed up!</u>”</i> –Dr. Shah</p>	

“A person can perform only from strength. One cannot build performance on weakness, let alone on something one cannot do at all.”

Peter Drucker

Empowerment Zone Activity Day

Date: _____

Practicing Dealing with Complaints (Core Value: ER, COM)

Applying:: using “yes and” to deal with complaining “yeah but”

Role play and demo

Prompt	Response
<p>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 to respond by using “yes and”. Identify how you can use “yes and” to deal with this complaint in a positive, generative way. Write a few examples here.</p>	1.
	2.
	3.
<p>When I prompt you to do so, share with the class what you discovered in doing this exercise. It may still feel awkward and strange simply because you have not done this sort of thing before, but keep practicing this art in all of your conversations and see how your conversational dynamics and relationships begin to change! You can even do this aloud to respond to, and deal with your own complaints and fears!!</p> <p>Remember <i>“As tempting as complaints are to buy into all the things that are not working, bringing “yes and” will always allow you to see hope and new places to take inspired actions in the bleakest of times!–Dr. Shah</i></p>	

