

Strategic Plan – Initiative Work Plan FY2014

Initiative Name: Applying the Science of Learning to the Learning of Science (SENCER Program)

Date: May 30, 2013

Goal # 2 **Goal Chair: Dr. Nancy Rogers**

Initiative # 2 **Initiative Chairs: Drs. Tina M. Kruger & Ethan Strigas**

Thesis Statement: Engaged learning courses/environments contribute to student retention and success, enhanced faculty performance, and positive publicity for Indiana State University. Facilitating the creation of additional engaged learning courses/opportunities through the **SENCER** program will, therefore, benefit students, faculty, and the university as a whole.

1. INTRODUCTION/BACKGROUND – WHAT?

SENCER at ISU

Indiana State University has adopted the Science Education for New Civic Engagements and Responsibilities (SENCER) Teaching Model, which fits well with our strengths in experiential learning and community engagement. Our team is working hard to promote the SENCER Teaching Model at ISU and requests the following budget to meet the goal of making our classes more engaging and to provide students with a deeper learning experience across all disciplines using this engaged, interdisciplinary approach.

The SENCER Teaching Model promotes project-based learning and community engagement to involve students in a meaningful education. The budget that we are requesting will provide faculty development workshops, funds to convert classes to this interactive and interdisciplinary model that incorporates community engagement, and the funding of a SENCER Student Leadership Team who will use the skills learned from their diverse majors to bring SENCER alive at ISU. Most of the requested funds will go to course conversion and undergraduate student stipends. In addition, we have requested funds for students to travel to conferences to present the work that they are doing at ISU. These travel funds will also help other students participating in SENCER classes to present their findings at conferences and to gain this professional experience that they can put on their resumes.

Previous Achievements of Goal 2 /Initiative 2

Over the past four years, funds for this initiative have enabled us to engage over 75 faculty and staff in professional development activities at ISU. We currently have 35 courses listed as SENCER-approved courses throughout the University. Twenty-eight (28) faculty, staff, and students traveled to the SENCER Summer Institutes in Chicago, Illinois (2009); Asheville, North Carolina (2010);

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Indianapolis, Indiana (2011); and Santa Clara, California (2012) to learn about this teaching model and to present the work that ISU has done. In summer 2013, we will have four more faculty and students attending the SENCER Summer Institute at Santa Clara, California, where the SENCER group will present two posters and lead a workshop about engaging students in the process of getting student engaged (ISU's SENCER Student Leadership Team is an award-winning and innovative model that is well-respected in the SENCER community). The conference in Santa Clara will be August 1-5, 2013, and we intend to use funds allocated for the past year as well as additional Strategic Plan funds to cover the cost of travel for participants in the conference.

Over the past year, we have provided course development funds for four new SENCER courses in the College of Nursing, Health, and Human Services (RCSM 236, RCSM 334, RCSM 447, & AHS 302) and one new course in College of Arts & Sciences (Physics 101). We have trained students in the SENCER program and have had them use their skills to advance the SENCER program at ISU: Nicholas Flinner (graduate student), and Sabrina Brown, Shelby Tatman, Scheyanna Mundell, Adri Lehman, and Alli Creed (undergraduate students). These and other students have presented at the Washington, D.C. Symposium in April 2010, 2011, 2012, and 2013 and/or attended the Summer Institutes in Chicago, Asheville, Indianapolis, and Santa Clara in the same years. At the Washington D.C. Symposium in 2011, ISU was awarded the William E. Bennett Award for Extraordinary Contributions to Citizen Science for our work with the SENCER Teaching Model and specifically for the development and implementation of the SENCER Student Leadership Team. Our student team is an innovative advancement and has been suggested as a model for other institutions to follow, hence our plan to present the model at the 2013 SENCER Summer Institute. Also, the SENCER program continues to produce news stories that are featured on local television and radio news broadcasts as well as on ISU's web pages. This program has been successful in bringing much positive media attention to the experiential learning and community engagement that our students have completed.

As the faculty and staff bring this model to campus, the student SENCER team puts the energy into the campus effort to incorporate this project-based learning around civic issues. Our current student workers provide the student leadership that is needed to engage the rest of the student community in SENCER classes. We intend to expand student involvement in SENCER through funding a series of projects with clear end products that will facilitate the expansion of SENCER across campus.

Initiative 2 is working to meet three of the four benchmarks listed under goal 2. These benchmarks are the following:

- by 2014, increase the percentage of students who participate in internships, practicums, and field experiences before graduation to 100 percent;
- by 2014, increase the percentage of degree programs with a required significant experiential learning component to 100 percent;
- increase the participation in experiential learning each year, until 100 percent of ISU students engage in at least one significant field experience within their major before graduation;

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We have approached these benchmarks by incorporating field experiences into the foundational studies classes that have been *SENCERized* and through major courses using this teaching model. Furthermore, these classes also emphasize community engagement around civic issues that grab the interest of the students such as environmental issues, the Riverscape, aging and health, and ISU campus life itself. Over the next year, we will continue to expand our efforts to achieve these benchmarks by encouraging additional faculty to convert the foundational studies and major courses to the SENCER model.

2. PROPOSAL/PURPOSE/JUSTIFICATION – WHY?

The long-term goal of all of these efforts is to make SENCER classes more accessible to students across campus, to study the impact of these courses, and to encourage more faculty members to take on this teaching model in their own courses. We are at the phase where we are collecting hard data from the assessment of our current courses to help convince faculty of the efficacy of these courses. We have conducted more Student Assessment of Learning Gains surveys than most other SENCER programs in the United States (according to Dr. Stephen Carroll, the person who published that assessment tool). We have already started to gather information from Institutional Reporting on student retention numbers for students who take these classes and we will continue to collect 991 numbers of students that take these courses. These efforts contribute to the benchmarks of Goal 2 to increase the participation in experiential learning through integration of experiential learning and community engagement into foundational studies and majors courses throughout the university

3. DISCUSSION OF PAST YEARS RESULTS – BENCHMARK SUCCESSES? Throughout the past year, we have accomplished (or are on track to accomplish) many of our stated benchmarks. Details about specific benchmarks are included here:

- a. Research and publish on the learning gains of our students that have taken SENCER classes (publications and presentations): Many faculty and students gave presentations either on implementing SENCER courses, regarding projects completed in SENCER courses, or on projects done as members of the SENCER Student Leadership Team. Drs. West and Kruger presented plans for their Fall 2012 SENCER courses at the SENCER Summer Institute in 2012. Dr. Strigas and two students from his SENCERized RCSM 334 course presented a poster on a project completed for that course at the SENCER D.C. Symposium in March of 2013. In addition, Adri Lehman, a member of the Student Leadership team, presented a poster and spoke on a panel at that conference. Sabrina Brown (another member of the Student Leadership Team) published a paper on the results of her project (regarding wind speed and direction in Terre Haute) for ENVI 460 and presented that work when the new wind turbine was dedicated on-campus.
- b. Increase the number of original research projects through our SENCER Courses: Students in ENVI 460 class alone had 33 original research projects this spring and then they consolidated into 6 group research projects for a total of 39 research projects from that course. Students in

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Dr. Strigas' RCSM 334 worked on 24 group research projects. Students in Dr. Kruger's AHS 302 worked together on one community-based research project. Additional information regarding research projects completed in other SENCER courses will be shared at the report out in Fall, 2013.

- c. Increase the number of research opportunities through our SENCER Courses: The number of research opportunities is very much driven by number of students in ENVI 110. We have about 700 students every year who go to the Wabashiki Fish and Wildlife Area to do original science with soil chemistry research. Those are counted as research opportunities (shorter term and smaller events than the original research projects).
- d. Offer more SENCER-like courses at ISU: We are on track to meet/exceed this benchmark with at least 35 SENCER-Like classes currently on the books. All of the courses that were converted over the past year have had syllabi reviewed through the Rubric and had students completed the SALG, which provided vital information for adjusting courses to meet students' needs in improve learning outcomes. This increased rigor of the criteria for courses to be considered SENCERized enhances the outcomes deriving from implementing the SENCER model. We will continue to strengthen the process of designating a class as a SENCER course through the development and implementation of guidelines for converting a course to the SENCER model as well as a faculty portfolio review tool (details provided in section 8 below).
- e. Increase the number of faculty offering SENCER courses who have attended the SENCER Summer Institute: Two faculty members new to SENCER attended SSI in 2012 (Drs. Kruger and West). Faculty who currently have attended SSI in the past (e.g., Feng-Qi Li and Carolyn Wallace) will be encouraged to convert courses to the SENCER model; and faculty who have converted courses to the model (e.g., Nathan Schaumleffel and Bev Bitzegaio) will be encouraged to attend SSI this year or in 2014. A number of faculty who have attended SSI currently offer SENCER courses: Drs. Kruger, Strigas, Berta, Speer, West, and Bauserman.
- f. Increase retention of students taking SENCER courses over students filling a similar requirement with non-SENCER courses: We will send Institutions Reporting (Jerre Cline) a list of 991 numbers from our SENCER classes offered in 2012-2013, and ask him to check to see if those students are more or less likely to stay at ISU year after year up to graduation and report on the results at the fall report out.

In addition to these steps toward accomplishing our benchmarks, we have demonstrated success at achieving other goals for this initiative over the past year. Our goals included:

- a. Create a sustainability minor: The minor is approved through the Earth and Environmental Systems department to change our existing minor to the proposed sustainability minor; the change will be taken through the College of Arts and Sciences committee for final approval.
- b. Send 6 faculty/students to SSI in 2012: A team of 4 (2 faculty, 2 students) participated in SSI, which was a more feasible group size given funding constraints and the cost of travel to California. We anticipate sending a similar team this year.
- c. Host a regional conference focusing on Physics, Biology, Chemistry, and Mathematic: We held this conference as planned. We brought in excellent speakers from across the nation who serve as great role models for developing and implementing SENCER courses. While

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attendance was lower than we hoped, we did get some new ISU science faculty in the room who were therefore exposed to the SENCER model, which was the goal.

- d. Work with Tech classes to build a deck at the Institute for Community Sustainability garden house: Due to budget constraints and timeline revisions, no technology classes were able to participate in the deck build. However, other technology courses have been involved in civic engagement projects this year, and we will approach those faculty in the coming year regarding converting courses to the SENCER model.
- e. Continue conversations with Dean Balch and Associate Dean Susan Powers of the College of Education about encouraging more of their students to take SENCER classes to model inquiry-based education: The result of these conversations was a collaboration between Joe West and Kathryn Bauserman. Dr. West's physics class is specifically designed (with Dr. Bauserman's help) to be a science class for Elementary Education students that teaches them the science but also demonstrates the pedagogy of inquiry-based education.
- f. Create a strong student leadership team: Although our ability to fund students to work on SENCER was more limited than originally hoped this past year, the Student Leadership Team did excellent work on the rubric and had many positive interactions with faculty this past year. We have really ramped up the rigor of becoming a SENCER class, with the Student Leadership Team working hard to evaluate syllabi through the SENCER rubric. These students have presented at national forums on their work and are working towards a peer-reviewed publication on the rubric. They are working to update and improve the Rubric (to version 3.0), and will then be the authors of one of the premier teaching and assessment tools that the national SENCER community uses. Furthermore, students engaged in grant writing efforts to pursue money from other sources to maintain the Student Leadership Team this past year.

In addition to the accomplishments detailed above, we have also secured grant funding through a nation SENCER Implementation Award (a sub-award from an NSF grant), which will be used to extend our efforts at ISU and to connect to other institutions of higher education in the area. Contacts have already been made with faculty at St. Mary-of-the-Woods, and plans are in place in conjunction with ISU's Center for Community Engagement to connect with faculty and staff at Ivy Tech and Rose-Hulman to create cross-institution collaboration on course-based community engagement projects to address significant community needs.

4. WORK PLAN, NEXT FISCAL YEAR – ACTION STEPS – PROCESS – HOW?

OBJECTIVES

1. Increase faculty awareness of the SENCER model and its benefits, and boost faculty participation in SENCER-related projects and activities

- Send faculty to SENCER conferences (the SENCER Summer Institute, the SENCER D.C Symposium)
- Update and maintain the ISU SENCER webpage, which will include sample SENCER course syllabi and best practices for *SENCERizing* courses

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- Create a marketing campaign regarding SENCER
- 2. Increase student involvement in SENCER-related projects and activities**
 - Send students to SENCER conferences (the SENCER Summer Institute, the SENCER D.C Symposium)
 - Develop a series of student projects (with small stipends to be awarded upon completion) to promote and evaluate SENCER courses and activities
 - Initiate a social media approach to disseminating information about SENCER to students and faculty
 - 3. Increase the number of SENCER courses offered at Indiana State University**
 - Offer stipends for conversion of courses to the SENCER model
 - 4. Pursue external funding/grants from the National Center for Science and Civic Engagement (NCSCE) for SENCER- related projects**
 - Travel to Rutgers University, N.J. to pursue funding through the SENCER-ISE awards program (the program supports partnerships between higher education and informal science education professionals around compelling civic issues) for the amount of \$50,000, payable over a three-year period
 - 5. Develop assessment procedures in evaluating outcomes of SENCER-related activities**
 - Create a system of review whereby SENCER courses at ISU can be reviewed to evaluate the extent to which they address the SENCER ideals (basic, emerging, transformative)
 - 6. Share our work, best practices and accomplishments with the SENCER community (e.g., SENCER Regional Centers of Innovation) and other stakeholders (local community, civic leaders, ISU alumni, etc.)**
 - 7. Pursue research interests and disseminate research outcomes connected to SENCER's goals**
 - Develop a research agenda around the SENCER Teaching Model and pursue the opportunity for ISU faculty to become visiting scholars with SENCER
 - Publish the outcomes of our research endeavors to SENCER-related journals, and other discipline-specific research outlets.
 - 8. Develop and train a SENCER Leadership Team that will safeguard the sustainability and continuation of the SENCER program for the years to come**
 - Buyout teaching time for two faculty members (Drs. Tina Kruger & Ethan Strigas) to allow them time to administer the SENCER program. Having the leadership move from the

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College of Arts and Sciences to the College of Nursing, Health and Human Services will hopefully encourage more CNHHS faculty to convert to SENCER classes with inter-professional focus.

5. REPORTING AND DELIVERABLE SCHEDULE – WHEN?

Summer 2013 – Deliverables

- **JUNE 2013:** Meeting of faculty, staff and students involved with the SENCER program at ISU.
- **JUNE 2013:** Meet with SENCER Leaders in Rutgers University, N.J. regarding the SENCER-ISE awards program (the program supports partnerships between higher education and informal science education professionals around compelling civic issues). The program grants the amount of \$50,000, payable over a three-year period. We plan to apply for funding in Spring 2014.
- **JULY 2013:** Complete the transition from Rubric 2.6 to **Rubric 3.0** by July 20, 2013. The latest version of the Rubric takes under consideration comments and suggestions from faculty involved in the SENCER project and is driven by the existing Student Leadership Team.
- **JULY - AUGUST 2013:** Work on and deliver two (2) presentations at the **SENCER Summer Institute** (SSI) in Santa Clara California (August 1-5, 2013). The ISU SENCER team is expected to present their past work on two different topics: (a) the development of SENCER Rubric 3.0 (the most recent version of the rubric used to evaluate the implementation of SENCER ideals in a given course), and (b) best practices in developing a SENCER student leadership team.
- **AUGUST 2013:** Drs. Kruger and Strigas develop a list of all student projects for the academic year 2013-14 (forty short-term projects) and develop the guidelines and deliverables for the projects.
- **AUGUST 2013:** Update the list of existing SENCER courses

Fall Semester 2013 – Deliverables

- Continue to teach multiple SENCER courses at ISU
- Identify topics of research interest - related to the SENCER model and practices - for faculty and students
- **SEPTEMBER 2013:** Update the SENCER website and increase functionality for its users

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- **SEPTEMBER 2013:** Develop training material for faculty development workshops
- **SEPTEMBER 2013:** Students start working on short-term SENCER-related projects and activities
- **SEPTEMBER 2013:** Identify interested faculty members and give the first subawards that will assist those faculty to convert existing courses using the SENCER model.
- **OCTOBER 2013:** Deliver the first round of faculty development workshops
- **OCTOBER 2013:** Start developing assessment procedures (faculty portfolio sample) in evaluating outcomes of SENCER-related activities
- **DECEMBER 2013:** Review of *Student Assessment of Learning Goals* (SALGs) for all SENCER-designated courses in ISU

Spring Semester 2014 – Deliverables

- **JANUARY 2014:** Continue data collection and analysis of student outcomes (SALGs) through our SENCER classes
- Continue to assess faculty portfolios for SENCER courses
- Continue to teach multiple SENCER courses at ISU
- Students continue working on short-term SENCER-related projects and activities
- Award the rest of the subawards to assist faculty to convert existing courses using the SENCER model.
- Continue delivering faculty development workshops
- Start working on research projects related to the SENCER model and its practices
- **APRIL 2014:** Attend the SENCER Symposium in Washington, D.C with students to have them report out on their research in their SENCER classes

Summer 2014 – Deliverables

- **JULY - AUGUST 2014:** Work on and deliver multiple presentations at the **SENCER Summer Institute** (SSI)

6. BUDGET – HOW MUCH, A GENERAL DISCUSSION OF FUNDS USE?

This initiative makes a request for **\$94,640** from the ISU strategic plan for the FY 2014. In this request, we included funds for the 2014 SENCER Summer Institute (an event chronologically under the FY2015) so that we can plan for that August conference during the Spring 2014 semester, when

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abstracts and team rosters are due. The majority of the budget (**45%**) is for course conversion (faculty stipends and benefits). Program development and administration expenses (student/faculty training and course assessment are included) account for **23%** of the budget proposal. Student stipends for the SENCER Student Leadership Team account for **13%** of the budget request; those funds provide students with leadership skills, experiential learning within their major, and an opportunity to improve education at their own institution. Travel expenses in FY 2014 have been reduced, and account for only **16%** of the total budget. Finally, for supplies and other promotional material, the request account for only **3%** of the budget.

7. STAKEHOLDERS AND MANAGEMENT PLAN – WHO?

Dr. Tina Kruger is the co-chair of Goal 2 Initiative 2. She holds weekly meetings with the SENCER Student Leadership team and is in regular contact with the graduate student overseeing the team. She will teach *AHS 302: Health Promotion and Aging* and work to SENCERize other courses she teaches. She actively advocates for SENCER by informing colleagues of the relevance of the SENCER model to courses they teach and the benefits of adopting the SENCER model. She also seeks opportunities to insinuate SENCER into various activities at ISU, for example by applying for a grant from Indiana Campus Compact for a Listening to Communities symposium and through connections with the Indiana Girls Collaborative.

Dr. Ethan Strigas is the co-chair of Goal 2 Initiative 2. He holds weekly meetings with the SENCER Student Leadership team, almost daily meetings with the graduate student overseeing the team, and monthly meetings with the faculty and staff members of the SENCER team. He will be teaching *RCSM 334: Fiscal Issues in Recreation and Sport* in the Fall 2013 semester and *RCSM 420: Marketing Applications on Recreation and Sport* in the Spring 2014 as SENCER classes.

Dr. Speer was the past initiative chair and a current initiative advisor. He will be teaching *ENVI 110: Introduction to Environmental Science* and *ENVI 465/565: Fundamentals of Tree-Ring Research* in the Fall 2013. Both of these classes are long-term SENCER classes and provide many of the original research and research opportunity numbers for SENCER.

Joseph Zeedyk is the undergraduate student who oversees the SENCER Student Leadership Team. He will also help to organize talks and promotional events for SENCER.

The SENCER Student Leadership Team will have two students continuing from last year: Adri Lehman (Human and Environmental Systems Major), Sabrina Brown and Alli Creed (English Major). We will search for four new student members on the Student Leadership Team with skills in public relations, survey development, and assessment.

Dr. Larry Tinnerman, Dr. Kathy Bauserman, and Dr. Susan Berta have converted courses to SENCER courses and will continue to teach these classes at ISU. Dr. Feng-Qi Lai conducts research in inquiry-based education and has recently joined the team. Dr. Carolyn Wallace was recently hired to be the

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new director of the Center for Science Education and is an expert in qualitative assessment. Drs. Tina Kruger, Ethan Strigas, and Nathan Schaumleffel are new faculty members on the SENCER team and have all converted classes to the model. Dr. Joe West transformed one of his physics courses to the SENCER Teaching Model with the help of Dr. Bauserman.

Jennifer Sicking (ISU Public Relations and Communications), Liz Metzger (Office of Sponsored Programs), and Heather Miklozek (Center for Community Engagement) remain engaged with the SENCER program and bring their skills and expertise from their offices to advance SENCER at ISU.

8. OUTCOME ASSESSMENT & FUTURE TESTING

We are studying the effect of SENCER classes through an innovative assessment tool called the Student Assessment of Learning Gains (SALG). Each SENCER class completes this extra assessment survey of the students' gains and understanding of larger issues such as critical thinking and importance of civic issues. This work is building to the point where we will better understand how our students learn and what engages them in their education, which will result in student retention and success (see benchmarks under **Goal 1** as well). We also are looking at long-term data from the Student Instruction Report (SIR) scores from the past 10 years to examine classes before and after the SENCER model was implemented at ISU. We will know that we are succeeding if we see an increase in SIR scores in SENCER classes and if we see positive responses regarding critical thinking, knowledge of how science is done, interest in science, and interest in the science of civic issues from the SALG assessment.

Furthermore, we are working to develop clear guidelines for the process of SENCERizing courses and for reviewing faculty portfolios for courses with a SENCER designation on a regular basis. The guidelines will serve to streamline the process of converting courses to the SENCER model, thus enabling increasing numbers of faculty to participate in SENCER. The portfolio review tool will include outcomes of syllabus review via Rubric 3.0, comparison of baseline and follow-up SALGs, samples of student work, and interviews with faculty and students engaged in the courses. The portfolio review tool will facilitate the identification of areas for enhancing adoption of SENCER ideals, allow for the continued implementation of the SENCER model in courses once converted, provide for identification of courses that incorporated SENCER ideals to greater and lesser degrees (i.e., basic, emerging, transformative), and facilitate identification and recognition of faculty who are actively and continually engaged in SENCER. Outcomes of the review tool will, ideally, include consistently strong performance among faculty receiving a stipend to convert a course(s) to the SENCER model, increase student and faculty satisfaction and performance, enhance student retention, and facilitate community engagement.

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9. LINE ITEM BUDGET DISCUSSION THAT TRACKS BUDGET TEMPLATES

(These sections also need to be as long as is necessary to articulate each of the budget line items.)

To summarize the budget:

Faculty stipends (course conversion) – 19 @ \$2,000 each	\$38,000
Fringe benefits for stipends – 12% of \$38,000	\$4,560
Initiative Co-chair stipends – 2 @ \$4,500 each	\$9,000
Fringe benefits for co-chair stipends – 12% of \$9,000	\$1,080
Travel	
SENCER Summer Institute 2013 (2 faculty, 2 students)	\$4,500
SENCER Summer institute 2014 (2 faculty, 2 students)	\$4,500
DC Symposium (1 faculty, 2 students)	\$4,500
Travel to request money	\$1,500
Student projects – 40 @ \$300 each	\$12,000
Faculty buyout (4 semester @ \$3,000 each)	\$12,000
<u>Supplies and materials</u>	<u>\$3,000</u>
Total	\$94,640

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Budget Narrative for Goal 2 - Initiative 2

FACULTY STIPENDS & FRINGE BENEFITS- Course conversion using SENCER ideals (\$42,560):

In this year's budget (FY2014), funds is requested to be awarded to **fifteen (19)** faculty members as subawards at **\$2,000 each** (total of \$38,000) to develop new SENCER courses. This goal is considerably higher comparing to FY2013 in terms of **(a)** the number of faculty to be reached, and **(b)** the portion of the budget to be allocated for course conversion. It is also positive - in our opinion - that faculty subawards are reduced from \$3,000 in FY 2013 to \$2,000 in FY2014; our objective for this year is for the SENCER team to provide additional support to faculty for course conversion, resulting in a much more efficient use of faculty time and effort.

INITIATIVE CO-CHAIR STIPENDS & BENEFITS (\$10,080):

Drs. Kruger and Strigas have been actively involved in SENCER leadership and administration for the past eight (8) months as a result of the transition process. Both continue to teach multiple SENCER courses each semester, and have secured their first external grant from the National SENCER organization based on Washington, D.C. In FY2014, there is a request for **\$10,080** (2@\$4,500 plus \$ 1080 for fringe benefits) in summer salary for the time that Drs. Strigas and Kruger put into overseeing this part of the strategic plan. The amount requested for each professor equals the compensation for one (1) summer course plus fringe benefits

TRAVEL EXPENSES (\$15,000):

The **SENCER Summer Institute (SSI)** is the main event that is sponsored each year by the National SENCER organization to share knowledge about the SENCER program and for institutions to report out on their efforts in their own institutions. We have been participating for four years (Chicago 2009, Asheville 2010, Indianapolis 2011, Santa Clara California 2012, and we will be sending a team again to Santa Clara California in August 2013 on last fiscal year's funds). In FY2014, there is request for **\$9,000** to pay for a 4-member team to attend the SENCER Summer Institute (SSI) in 2013 & 2014. ISU has been prominent in these conferences since we started to attend, and we have received national recognition for the work that we have completed using the SENCER Teaching Model. This venue is the highlight of the year and gives us an opportunity to report out on our good work. This is also a venue, where our students can present their work at a national conference; for SSI 2013, the ISU SENCER team is expected to present their past work on two different topics: (a) the development of SENCER Rubric 3.0 (the most recent version of the rubric used to evaluate the implementation of SENCER ideals in a given course), and (b) best practices in developing a SENCER student leadership team.

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In SENCER, we have also had the opportunity to support our students presenting at the annual SENCER symposium that took place in Washington, D.C., in April 2013. In FY 2014, there is a request for **\$4,500**, which will specifically be used for our SENCER Leadership Team students - and students taking SENCER classes - to present at the Annual D.C. symposium in April 2014.

There are a notable issue that need to be highlighted here: In FY2014, there is a travel expense request of **\$1500** in order to fund a trip to Washington D.C to seek for external grants. The goal for the academic year 2013-14 is to pursue funding through the SENCER-ISE awards program (the program supports partnerships between higher education and informal science education professionals around compelling civic issues) for the amount of \$50,000, payable over a three-year period.

STUDENT STIPENDS FOR SENCER – RELATED PROJECTS & ACTIVITIES (\$12,000):

Indiana State University was nationally recognized for its SENCER Student Leadership Team in 2009. In the last four years, we have been able to build an admirable SENCER Student Leadership Team with various skills and abilities as a result of students' diverse training in their perspective majors. Besides the science-focused students, ISU SENCER has also hired/worked with students majoring in public relations, political science, psychology, recreation and sport management and construction management. This is another great example of experiential learning, where students work on important projects and get real world experience using the skills they develop in their majors. Requested funds in this category are to be spent for student stipends in order to (a) help the ISU SENCER program run, and (b) provide that resume-building experience to those SENCER-affiliated students. Throughout the academic year 2013-14, we are planning of funding forty (40) short-term projects paying a stipend of \$300 at the completion of the project. Project guidelines and deadlines will be communicated in advance, and students may decide to work in teams or individually towards the completion of each project. There will be restrictions on the amount of projects each student can be involved within a 30-day period.

SUPPLIES & MATERIALS (\$3,000):

In FY 2014, there is a request for \$3,000 to be used for supplies and materials. The majority of the funds will be used to enhance the quality of our SENCER faculty development workshops, while a very small amount of these funds will be used to develop promotional material. Promotional material will serve our communication efforts to publicize our SENCER-related activities and achievements to both the ISU and the National SENCER organization communities.

FACULTY RELEASE TIME (\$12,000):

A program with the scope, significance, and magnitude of SENCER needs attention and support all-year round. In FY2014, there is a request for faculty release time for both SENCER program

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coordinators, Drs. Kruger and Strigas. Each faculty will be given a 3-hour release time from teaching for Fall 2013 and Spring 2014 (total of 12 hours @\$3,000). This money will be allocated to hire adjunct instructors to cover Drs. Strigas and Kruger's teaching responsibilities in their perspective academic departments. SENCER coordinators will be responsible, among other, for developing SENCER training material, deliver faculty development workshops, coordinate the efforts of the ISU Student Leadership Team, supervise the completion of student projects, assist faculty with course conversion to the SENCER model of instruction, evaluate faculty teaching portfolios, perform research activities and course assessments, pursue external funding, develop strategic management plans, and communicate with regional and the national SENCER centers.